

The *ATTA* MAGAZINE

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION

MAGISTRI



NEQUE SERVI

VOLUME XIX

NO. 1

Legitimate Indoctrination



Our destiny is a national one and not provincial. We should concern ourselves with the scientific training of our future citizens to make sure that they have the intellectual and moral stature for intelligent action on the varied issues which face this country. Our voters must have more qualifications than the attainment of their 21st birthday. Desperate attempts are being made by groups whose doctrines are objectionable to us to train large sections of our youth to their way of thinking. Is it not time that we indoctrinate the true principles of democracy in our schools. Let us be cognizant of what is going on about us before it is too late. Difference in language, race and religion; in occupation, climate and geographical position have tended to disunity, yet now when the very existence of our Empire is threatened let us forget our petty prejudices, as the troops did from 1914 to 1918 when facing a common foe, and emerge from our present chaos to a glorious future.

—Address of President A. C. Lewis, Canadian Teachers' Federation Conference, Winnipeg.

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THE A.T.A. MAGAZINE



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Volume XIX

SEPTEMBER, NINETEEN HUNDRED AND THIRTY-EIGHT

Number ONE

EDITORIAL

HEAD BURIED IN THE SANDS

WHEN the Canadian Teachers' Federation and several provincial teachers' organizations, including the A.T.A. launched the campaign for federal aid in the form of provincial subsidies to guarantee a minimum standard of education, and when they presented their brief in advocacy thereof to the Royal Commission on Dominion-Provincial Relations, many were inclined to be dubious if not cynical regarding the probability, even possibility, of the plea winning support from any quarter whatsoever. Certain influential newspapers poured cold water on the proposal, largely on the ground that because one province at least, regards provincial control of education as sacred almost as the "Ark of the Covenant" and that, therefore, any suggestion of financial participation in educational support by the Dominion Government would so uncompromisingly be opposed as to render futile any effort expended in attempting to popularize the idea. However, as contended in the teachers' briefs, it does not follow necessarily that financial support and administrative interference or control are inseparable. Once this is acknowledged by the Dominion Government and accepted by the provinces the way will be open for progress in this regard. The proposal is winning publicity and gaining support in many quarters. At the August conference of the C.T.F. it was encouraging indeed to hear speakers of high position and influence voice their endorsement of federal aid, including: The Minister of Education of Manitoba, the Chairman and the Superintendent of the Winnipeg School Board.

IT IS all very well for leading newspapers and others to voice the opinion that education in cities, towns, villages, and rural areas, particularly in the latter, is financially in an impossible position. It is, of course,

pleasing also to the teacher to read encomiums of the glorious opportunity of service that is theirs, of the noble way in which teachers though inadequately compensated with this world's goods altogether out of proportion to the services rendered, nevertheless carry on the noble work tirelessly and cheerfully—and all that. But who that has taken the trouble to courageously follow through the educational finance problem to its logical conclusion can plot any other way out of the morass than more state aid to local school boards to carry on. Local authorities have reached the limit of their ability to finance education, even where taxes are paid reasonably well; provincial governments are just as unequal in their abilities to finance their provincial systems of education as are local school boards. Surely this is not open to question. Then, education being of national concern should be largely supported by the national exchequer.

CANADA has too long played the part of the ostrich by burying her head in the sands of educational perplexity. The nation to our south has raised its head and is viewing the landscape o'er; yet no sectarian protests are heard against "dangers of infringing upon state rights", simply because ways and means are being found for giving federal aid. Here state rights are just as strongly adhered to and just as exclusive as are provincial rights in Canada. In England and Wales, Scotland and Northern Ireland, in Eire, British South Africa, Australia, and New Zealand, the state has assumed responsibility for financing its share of educational costs in varying degrees from 50 to 100 per cent. The governments there have faced the problem and gone a long way toward solving it. How much longer can Canada continue to dodge the issue by the federal authority "passing the buck" to the provincial governments and the provincial governments to

the local school boards? Everybody who has thought through the matter knows we are in a position of stalemate inimical to the future of our nation, and at the same time perpetuating injustices to teachers now stalled on the lower rungs of the wage-slave ladder. In most respects Canada is a virile and progressive nation, but few could blame an independent observer gauging Canada's status by observing our lack of national educational set-up with its attendant inequality of opportunity imposed on our boys and girls in the rural schools particularly leaning towards the conclusion that if Canada is not yet an effete nation, at least we are smugly allowing ourselves to drift in that direction.

* * *

WASHINGTON TO THE RESCUE IN AMERICAN EDUCATION

AS CANADA is divided into nine provinces, so is the United States divided into forty-eight states, and in that country the individual states are just as jealous of their autonomy in matters of education as are the provinces in Canada. Nevertheless for some years the conviction has been growing south of the line that the time has come for the federal government to take a hand in education, especially by way of assisting the poorer states to provide an acceptable national minimum of education. Last year in March the so-called Harrison-Fletcher Bill, which proposed a federal grant of \$100,000,000 to the states for education, to rise to \$300,000,000 in six years, was debated before the education committees in both houses, but did not go to a vote. A strong committee appointed by the President to go into this whole question of federal aid has since made its report, and has again recommended in the strongest terms that the federal government assist the states with grants for general education. There is now no reasonable doubt that, in regard to finances at any rate, a truly national system of education is taking form in the United States. We in Canada cannot possibly remain indifferent to such a momentous change in the educational outlook of our friends to the south.

ALREADY a bill has been prepared for Congress incorporating the recommendations of the committee. So strongly is this bill supported by both lay and professional organizations that there is good reason for believing it will pass. It proposes an initial grant of \$72,000,000 increasing to \$202,000,000 in the sixth year. This money is to be distributed to the states in proportion to the number of inhabitants 5 to 19 years of age, and inversely proportional to the tax-paying ability of the states. This means that through the medium of federal taxation the richer states will help the poorer to maintain a higher minimum of education over the entire country.

As a condition for receiving this aid the states must undertake to expend not less on education on their own account than they spent in 1938. The plan for expending the federal funds within each state is to be prepared by the state superintendent of education and the U.S. Commissioner of Education jointly. It is stipulated that this plan must provide for lessening the

educational inequalities within the state. That is to say, the federal funds are to be used, not only to equalize educational opportunities among the states, but also to provide special assistance to the poorer municipalities within each state. As far as the scheme relates to general education it is an equalization project through and through.

IN regard to the delicate question of federal control (which would be the first question to come up in the consideration of a similar proposal for Canada) the committee in its report steers a middle course between those who hold that there should be federal aid without any control from Washington whatsoever, and those who hold that federal aid for education is impracticable, on the ground that it would necessarily be followed by federal control. "The committee is of the opinion," says the report, "that both of these views contain some measure of truth, but that neither is wholly correct. Some federal aid must be provided, and there must be a limited amount of control, directed primarily at honesty, legality, and efficiency in the expenditure of federal funds. It is evident, however, that the American people would rightly object to any attempt to use federal aid as a means to controlling the content or processes of education in the schools. Although the federal government must meet its responsibility to the taxpayers for the proper expenditure of public funds, and some safeguards are therefore necessary, all necessary safeguards of this type can be provided without bringing the federal government into the local management of the schools."

This is precisely the position taken on this matter in the brief on education presented recently in Edmonton to the Rowell Commission on Dominion-Provincial Relations by the Alberta Teachers' Association.

The clause in the new American bill covering this important point is worded as follows:

"In order to maintain local and state initiative and responsibility in the conduct of education the provisions of this Title shall be so construed, and the action of the Commissioner and other federal officials shall be such as to reserve explicitly to the states and their local subdivisions the administration of schools, including the institutions for the training of teachers, the control over the processes of education, the control and determination of the curriculum of the schools, and the methods of instruction to be employed by them, and the determination of the best uses of the allotment of funds within the types of expenditure for which funds appropriated under this Title are made available."

It is apparent that our American neighbors are no longer prepared to allow this bugaboo of federal control to stand in the way of a sane and judicious expenditure of national funds to assist in the equalization of education in the several states. And now the question comes up as to how long it will be before we in Canada can also take a calm and dispassionate view of the question, and not be frightened out of our skins by the horrible spectre of control from Ottawa every time the question of federal aid for education in Canada comes up for discussion, as it must do, in fact, in an entirely serious way, in the not distant future.

C. S.



Association Announcement Re Study Courses

MANY sub-locals organized study groups last year. But reported later that, owing to lack of specific information and assistance, the work of the groups was not as successful as had been hoped. We must not accept defeat. Our sub-local meetings must be made more professional if they are to be interesting to all members. In the June issue of *The A.T.A. Magazine* a proposal regarding study group organization and summer school training was made. (See page 3 of the June issue or page 4 of this issue. Please reread this article.) Each sub-local is requested to consider this proposal at its first meeting in the autumn and advise the A.T.A. Office what co-operation it is prepared to give.

Please answer the following questions as soon as possible:

1. Does your sub-local endorse the proposal of the Executive to arrange for a summer school course in supervision?
2. If the registration fee is satisfactory, will your sub-local have at least one teacher registered in the course if it is given?
3. Which course is preferred by your teachers, The Supervision of Arithmetic or The Supervision of Reading?

If the course is to be given in the summer of 1939 your Executive must plan for it early this autumn. It is important that you do your part and that you communicate with us as soon as possible.

The following is the resolution relating to study courses passed by the Executive at the July, 1938 meeting:

RESOLVED: That the Executive go on record as whole-heartedly endorsing the proposal for test work, etc., to be correlated with Summer School Courses and scholarships and that Dr. LaZerte be authorized to use the Association funds as he sees fit for the carrying out of this project.

It was understood and agreed that Messrs. Harman and Shaul would constitute a Consulting Committee in this regard and that authorization was covered to extend up to \$500.00 or \$600.00 in this connection.

M. E. LaZERTE, President.

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OUR PRESIDENT'S NEWS LETTER » » »

Dear Fellow Teachers:

From time to time I have advocated the formation of study groups in the sub-locals. Little difficulty has been experienced in persuading groups of the worth-whileness of this work. It is certainly the type of obligation imposed upon our members by the Teaching Profession Act. In carrying through the policy, however, there are two major difficulties: first, there is a lack of information available regarding the topics selected for study; second, there is seldom a teacher member of the sub-local who feels that he is qualified to act as leader of the group and sponsor of the undertaking.

The first difficulty mentioned has been partially met by sending to sub-locals, on request, selected bibliographies on their chosen topics. The A.T.A. has been purchasing required books and forwarding them on loan to the study groups. All this routine is rather slow and it is necessarily some time after the group has decided upon a project before teachers can actually begin work thereon. It would be possible to give further aid by publishing regularly in the A.T.A. Magazine short bibliographies of references on topics of interest to teachers.

It is likely true that study groups would interest themselves in projects of various types. Regular book reviews and discussions thereon would be very profitable. Some of us are members of groups where book reviews are given regularly and we find this practice a very helpful one. Doubtless many groups would be interested in the study of topics outside the narrower field of Education. Representative of topics which might be the centre of study and interest are: State Medicine, Personality Studies, Fascism, the History of Canadian Political Parties, Sociological Problems, etc. At times, however, teachers will be interested in studying some particular phase of their professional work. On the assumption that many study groups would be interested in a careful analytical study of the problems in the teaching of reading or number or language, I have tried to devise some way of more effectively meeting the needs of those interested in such problems.

It is true that in most sub-locals there will be a few teachers whose interest centres mainly in the work of Grade I and there will be one or two teachers interested more particularly in the work of the secondary schools. It will not be possible to find a single problem which will interest all teachers equally. It should be possible to find problems in which the majority of the teachers in a sub-local are interested. In most instances eighty per cent of all teachers in a sub-local would be interested in a study of reading. Reading is often not mastered by pupils of Grades X or XI and many of the difficulties which such pupils experience in doing the homework assigned during high school years are caused by the fact that they are unable to read as rapidly and effectively as do other students attending school in the same grades. May I select "Reading" as a typical topic in which sub-locals might be interested. I shall proceed to outline a scheme, taking this topic as an example of a subject of study.

Proposed Summer School Courses

When a matter must be discussed with many groups, it is always economical to bring these groups together. It should be more economical in both time and money to contact fifty or one hundred sub-locals at once than to deal with each one at a time by correspondence. In other words, it should be possible during the Summer Session to give to representatives of the sub-locals, detailed and complete information regarding bibliographies, texts, tests, and methods of procedure to be used in carrying out any one selected project. It is too late now to make arrangements for the Summer Session of 1938, but if you think it is a feasible scheme, we should begin to make

preparations immediately for the Summer Session of 1939. I am going to offer a few suggestions regarding this work. Please read and consider them carefully. If you think well of the suggestions, lay them before your sub-local at its next meeting and communicate with me in the very near future telling me what you think of the proposals. My suggestions are as follows:

- (1) In the September issue of the A.T.A. Magazine we should list three or four possible topics of study. Each Sub-local would be expected to advise as to which of these is of most interest to the members of its group.
- (2) The topic proving to be the most popular would be named as the one to be dealt with in a course of instruction to be given in the Summer Session of 1939.
- (3) As soon as this topic is known, the A.T.A. would arrange if possible with the University for a course designed particularly for teachers interested in supervising the selected subject in all grades of the school system. For teachers not desiring university credit for the course, a special fee could doubtless be arranged.
- (4) During the year the instructor would collect material from classrooms, prepare mimeographed literature to be used in the course, and purchase all tests and texts necessary in connection with the study.
- (5) Each sub-local interested (and there should be from fifty to one hundred sub-locals interested in one of these major topics) would arrange that one or two of its members, who are likely going to Summer School anyway, register for this course in Supervision. The course, if given by the University, would have credit in the undergraduate and graduate programs and would, according to recent regulations of the Department of Education, be accepted in partial fulfilment of the requirements for the Permanent First-Class Certificate. (Education 56 of the School of Education syllabus could be adapted to meet the needs of the group here considered.)
- (6) All teachers taking the course would go back to their sub-locals qualified to direct an investigation, equipped with knowledge of the literature, and having in mind definite procedures for the supervision of the subject.

If reading happens to be the subject of study, the course should deal with the following items: (a) scientific literature in the field of reading; (b) detailed study of oral and of silent reading; (c) grade standards of attainment in various reading abilities; (d) common errors made by children in various grades; (e) standardized tests for the measurement of abilities in oral and silent reading; (f) remedial and corrective measures for various deficiencies.

If a beginning were made in the Summer Session of 1939 with one course, it should be possible to carry on in 1940 and in succeeding years with other phases of supervision. It should be possible to make the sub-locals a vital educational force in the supervision and improvement of instruction in the fundamental school subjects.

During the last year your Association carried through a project which culminated in the publishing of CHOOSING YOUR LIFE WORK, a monograph which has been authorized as a text in Grades IX, X and XI for the optional course, The Study of Vocations. Just as with your support we carried this project to a successful conclusion, so too with your co-operation we can make the sub-locals real, live educational centres. Please let me know your reaction to the suggestions given. Let us know within the next two months how many sub-locals will co-operate. We assure you that, if you wish to undertake this job which appears to us to be very much worth-while, the Executive will see the work through to a successful conclusion and will give you every assistance in making attendance both possible and profitable.

—Reprinted from June issue.

The 17th Annual Conference of the C.T.F.

The 1938 Conference of the Canadian Teachers' Federation met at the Royal Alexandra Hotel, Winnipeg, August 8th to 12th.

The President, Mr. A. C. Lewis, Principal of the University High School, Toronto, presided over all sessions. Other officers present were: 1st Vice-President, Dr. M. E. LaZerte, Edmonton, Alberta; 2nd Vice-President, Miss Jessie I. Lawson, Saint John, N.B.; Secretary-Treasurer, Mr. C. N. Crutchfield, Shawinigan Falls, Quebec.

Every province except Nova Scotia was represented, there being three official delegates from each of the other provinces except Prince Edward Island, which had one only. In addition there were unofficial delegates from Saskatchewan and Manitoba, with occasional visitors from various points in Manitoba and from the United States.

The Official Delegates were:

British Columbia: J. N. Burnett, Vancouver; J. M. Thomas, Cobble Hill; J. H. Sutherland, Vancouver.

Alberta: R. E. Shaul, Edmonton; E. C. Ansley, Medicine Hat; J. W. Barnett, Alberta.

Saskatchewan: L. F. Titus, Saskatoon; T. E. Scott, Saskatoon; J. H. Sturdy, Saskatoon.

Manitoba: W. K. Mulock, Winnipeg; Florence Lipsett, Winnipeg; Miss L. McKnight, Winnipeg.

Ontario: Miss E. Anderson, Hamilton; J. S. Elliott, St. Catharines; S. H. Henry, Toronto.

Quebec: Miss C. E. Mackenzie, Montreal; F. N. Stephen, Montreal; Margaret Macnaughton, Westmount.

New Brunswick: Jessie I. Lawson, Saint John; Dr. E. J. Alexander, Saint John; G. E. Cheney, West Saint John.

Prince Edward Island: J. Reginald MacDonald, St. Peter's Bay.

The following quotations from editorials in the Winnipeg papers "The Free Press" and "The Tribune" show a very clear understanding of the place of the C.T.F. and the importance of these Conferences:

"No other body has a greater opportunity to foster knowledge, understanding, and sense of community between the regions of Canada. Education is a field in which the cultural differences dividing the parts of the country are powerful—yet, surmounting all these differences, teachers from all the provinces are represented in the C.T.F. And the fact that this is the 17th convention of the Federation proves that when attention is concentrated on common problems and aims unity emerges and endures.

"While every province deals with its own educational system, the teachers form a fraternity and are interested in the conditions and problems of their profession in all parts of the country. Hence the National Federation, now in session in Winnipeg. There is additional reason for these gatherings, in that the teachers, more than most other people, have the national outlook. The profound importance of their profession in the building of the nation is recognized by every thinking Canadian.

"Since what the provinces do for education is limited by their financial resources, the Canadian Teachers' Federation has made its representations to the Rowell Commission on Dominion-Provincial relations.

"At the sessions in Winnipeg the unduly low salaries paid to rural teachers in the West and in some of the Eastern provinces, is only one of the subjects discussed—but it is of serious importance. It involves not only the question of justice to the teachers, but also the standard of education in rural schools that may be expected if such conditions continue.

"It is suggested that the provincial governments should assume the responsibility for seeing that decent minimum salaries are paid. In many cases, it is said, the remuneration is less than that for various other less important classes of work.

"If the governments assumed this responsibility they might find it necessary to reorganize rural education and put it on a more efficient basis. Providing educational facilities for rural sections, sometimes thinly populated, is a different matter, of course, from doing it in towns and cities.

"But the welfare of the rural population—the future and the opportunities of the young people—depends a good deal upon the teaching in the schools, particularly upon the type of young men and women who do the teaching, and who should, therefore, be properly remunerated.

"Another subject of obvious importance to the Federation is that of research into actual conditions in education in all parts of the Dominion."

Much of the Conference work is done by the three standing Committees: Constitution and Policy, Finance, Resolutions. On each of these committees there is a representative from each province, named by the province. This year, Mr. F. N. Stephen was chairman of the Constitution and Policy Committee and Dr. Alexander, Secretary; Mr. E. C. Ansley, Chairman of Finance with Mr. J. M. Thomas as Secretary; Mr. J. H. Sturdy, Chairman of Resolutions, with Miss Macnaughton as Secretary.

The Nominating Committee is also made up of representatives from all provinces. Miss Anderson was Chairman of this Committee. Special Committees include: (1) Courtesy, Chairman, E. K. Marshall, Winnipeg; (2) Conference Programme, Miss Lawson and Dr. LaZerte; (3) Publicity, Chairman, Mr. Burnett.

The Executive met at 8:30 Monday evening. The General Conference convened at 9:30 on Tuesday morning—delegates registering between 9:00 and 9:30. The first session adjourned at noon. The afternoon session opened at 2:00 and adjourned at 4:00. Committees met from 4:00 to 5:30 and from 8:00 to 10:30 or 11:00.

On Wednesday the first session was from 9:15 to 12:00—the second from 2:00 to 4:30. Wednesday evening the delegates were the guests of the Winnipeg teachers, leaving the hotel at 5:00 for a drive to and dinner at the Lower Fort Garry. This was followed by a third session of the Conference from 9:00 to 11:00.

On Thursday, August 11th, the first session was from 9:15 to 11:30, followed by meetings of Committees; the second session, 2:00 to 5:00. At 5:30 the delegates left the hotel for a drive to Assiniboine Park, and dinner at the Park Pavilion, guests of the Winnipeg City Council and School Board. This was followed by Committee Meetings, from 9:00 to 11:00.

Friday, August 12th, began with a Conference at 9:15, adjourning at 11:45, to leave the hotel at 12:00 for a drive to Fort Garry, site of the University, where the delegates were the guests of the Department of Education at lunch. Returning, they assembled at 3:00 for the final session, which concluded at exactly 4:30 as planned in the programme. The newly elected Executive met from 5:00 to 5:45.

The newly elected officers who will serve the C.T.F. during the year 1938-39 are:

President, Dr. M. E. LaZerte, Director of the School of Education, University of Alberta, Edmonton; 1st Vice-President, Mr. F. N. Stephen, Montreal; 2nd Vice-President, Miss E. Anderson, Hamilton; Secretary-Treasurer, Mr. C. N. Crutchfield, Shawinigan Falls, P.Q.

The 1939 Conference will be held at Montreal.

NEW INSPECTORS



EMILE C. STEHELIN, B.A.

Mr. Stehelin was born at St. Bernard, Nova Scotia and educated at St. Ann's College and Dalhousie University, Halifax. He obtained his teaching experience, first in Nova Scotia as principal of the Weymouth High School and then in Alberta teaching Grades VI to IX at St. Eugene, a rural school north of Edmonton. During the past two years he has been on the staff of the Stettler High School where he was mainly engaged in teaching French, his native tongue. This September, Mr. Stehelin assumes the duties of an inspector, his headquarters being at McLennan.

Mr. Stehelin is keenly interested in young people's activities. He holds a medal from the Strathcona Trust for Physical Training work and while at Stettler was Scout Master and shared the direction of school sports. He holds a commission in the Annapolis Prince of Wales Regiment, N.P.A.M.

Since coming to Alberta, Mr. Stehelin has been active in A.T.A. work and last year was secretary of the Stettler local.

At present he is continuing his post-graduate work at the University of Alberta.



J. H. McLEAN, M.A.

Mr. J. H. McLean, recently appointed inspector of schools with headquarters at Holden, has for the last thirteen years been principal of the Bellevue High School where, very successfully, he taught mathematics and science. At Bellevue Mr. McLean interested himself in athletics, helping to organize the Crows Nest Pass school track meet, and playing tennis and curling. In addition he took an active part in the social welfare work of the community and in the work of the Alberta Teachers' Association, being president of the Crows Nest Pass local of the A.T.A. at the time of his appointment to the inspectorial staff.

Mr. McLean's experience in the field of teaching has been gained in Alberta. He attended the Calgary Normal School, obtained his B.A. and M.A. at the University of Alberta, and, before going to Bellevue, taught at Alix and Killam. The teachers of Alberta cannot help but feel that an inspector so thoroughly conversant with conditions in Alberta will be a real asset to them.

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Curriculum Changes Mean New Responsibilities

By H. C. CLARK, M.A.,
A.T.A. Representative on the High School Curriculum
Committee

As the revision of the High School curriculum is now about to affect the second year of High School work, it might be well to pause for a moment and take stock as to just what these changes mean for the teachers of Alberta. In the opinion of many these changes are long overdue. Too long have we remained quiescent in the face of educational progress all around us (noticeably in our sister province of British Columbia). It is not at all true that by doing nothing we do nothing wrong. It is little short of a crime that in the face of changing social, economic and political conditions we should try to defend the status quo in educational affairs.

But, and here is a big but, why had these changes to be introduced at a time when the economic tide in our province was at such a low ebb? Changes cost money, whether it be for the acquiring of further professional and academic training, for books, board, transportation and the like. It would be well to look around us and see if advancements in other fields have totally shut down because of the depression.

To mention a few fields of activity, are there no fundamental changes being brought about in science, medicine, dentistry, agriculture, manufacturing and air transport? Then why not changes in education?

Of course we don't like to change our ways. A fellow-teacher remarked to the writer just a few days ago: "Next year I have to teach five new subjects." How much easier it would be to have just the same subjects out of the same textbooks. We sometimes hear teachers boast that they have taught a subject so long they could teach it in their sleep. A change in the course would appear to be justified if only for the purpose of waking the teacher up.

Probably one of the most radical changes has been the discarding of Departmental examinations for Grades X and XI. The writer was not at all sure when this change was mooted that it was a wise move. The first thought that came to mind was: "How is the teacher in the isolated rural school district going to dare to make a real professional decision? Is there not danger that local pressure will be too much for an unbiased judgment? When tenure of office still depends a good deal on local opinion, is the teacher in any real position to make a decision in regard to promotion on sound educational grounds alone? How can the teacher be protected?"

The Committee on High School Curriculum Revision proposed the following safeguards:

1. No High School work should be allowed in any ungraded school unless authorized by the inspector. This authorization should only be given when the number of grades, the equipment, the total enrollment and other factors made it appear possible that a really worth-while job of High School instruction could be done.

2. The amount of High School work offered in Schools of the ungraded or semi-graded type should be strictly limited. Students in such schools should take longer than three years to complete the full High School program.

3. The formation of School divisions would remove the objectionable feature of the teacher's being subjected to local pressure in the matter of promotions from grade to grade. The writer was satisfied that the above three safeguards were of real value and so agreed to the discarding of the Grade X and XI departmental examinations.

There is no doubt that if teaching is to be a real profession we teachers must be prepared to assume more and more responsibility, and the matter of promotion is going to be one of our tests, at least in large part.

How shall we equip ourselves for this responsibility? Certainly not by passing resolutions at the A.G.M. asking that the Department of Education prepare final papers in the subjects of Grades X and XI. The whole idea behind the change is that the student shall make an orderly progress in his High School work from the beginning of the year to the end. This means that continuous records must be kept of the progress of every student in all his studies. We have to get away from the idea that if the student crams enough likely subject matter the last three weeks of the term he may be able to "make it". In short, we are trying to change from a teaching for examinations into a real educational process. And it isn't going to be easy. We who were brought up on the old cramming for examination tradition may want to pass on the old system to our students. But this is not at all in accord with the spirit of the new curriculum changes. Give a test at Christmas, Easter and June if you wish, because then time can be provided for a test of reasonable length which can cover the content of the work covered so far; but average the results of these tests with those of other shorter quizzes and tests throughout the year.

It is doubtful if really worth-while results can come from the new system until we have teachers of considerably greater experience handling the work. Because promotion from grade to grade, to be intelligently and well done, means a mastery of the subject matter by the teacher and an ability to form a correct judgment as to whether the student has arrived at an adequate mastery of such subject matter. There is probably no other occupation where so much is learned on the job as in teaching. In the good old days of marking papers by the day, young teachers were glad of the invitation to mark,—as much for the acquisition of a knowledge of the subject they were marking, as for the money they earned.

It does seem that we are in a vicious circle. Teachers are not really fitted to promote until they are fully masters of their subjects. Mastery of their subjects comes only after the experience of teaching it for a number of years. To the writer the solution seems to be a longer training period for teachers. Possibly a longer period of teaching under supervision is as necessary as any other thing for the young teacher-in-training.

Of course the difficulty of securing an adequate number of experienced teachers will only be obviated when there is a far greater permanence to the personnel of our profession than is the case at the present time. Higher salaries are necessary to attract men and women to the profession who will make it their life-work. And this can't be done with salaries of High School teachers at \$900.00 to \$1,000.00. Instead of trying to keep in force a minimum salary of \$840 we shall have to get solidly behind a minimum salary of \$1,200. The writer heard recently of a former teacher who had turned dish-washer because, as he said, he could earn more money, be surer of getting it promptly and, besides, the new job did not carry the responsibility. Numerous other cases can be cited here in the City of Edmonton of former teachers who have found more remunerative employment in the departmental stores. This is a serious situation and needs careful attention by those in high places.

In order to do effective work in the classroom the High School teacher must have a grasp of the whole plan of the Department in the matter of these Curriculum changes. Fortunately an excellent job of work has been done by the Supervisor of Schools in framing the "Regulations of the Department of Education for High School." A thorough study of this document should be made by every high school teacher.

If the real spirit behind these High School Curriculum changes is grasped the teacher will undoubtedly have gone far towards fitting himself for really effective work in the classroom.

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Important Notice Re Prompt Completion of Forms A and B

Early in September the Department of Education will send to every school in which Intermediate or High School grades are taught two card forms with an accompanying circular letter requesting that the forms be completed promptly and forwarded to the Inspector concerned for his approval.

The Department will not accept recommendations for credit in Grade IX optional subjects or in any of the subjects of Grades X or XI from schools whose Form A and Form B cards have not been approved by an Inspector of Schools or of High Schools.

Principals, or teachers in one-room schools, who have not yet received these forms for completion are urged to notify the Department immediately. Promptness in securing the Inspector's approval will avoid misunderstandings, and enable necessary changes in programme to be made without serious inconvenience to the students concerned.

Technical Electives

Automotives 1 and 2 may be added to the list of Technical Electives for the first and second year, respectively, as given on pages 10 and 11 of the High School Regulations. These two electives may be offered, however, only with the special permission of the Department, which will be restricted to large schools specializing in technical subjects.

Commercial Electives

The Commercial Electives (Group B, pages 10 and 11 of the High School Regulations) may be offered only with the special permission of the Department of Education, which will be restricted to schools specializing in commercial subjects. (See the High School Regulations, page 18, section 10 (vi)).

The Senior Certificate in Commercial Subjects is the minimum standard of qualification required for teaching Bookkeeping 1 and 2, Typewriting 1 and 2, and Stenography 1 and 2.

Bookkeeping 1a, Typewriting 1a and Stenography 1a are not Commercial Electives. They may be offered in any school provided the teacher holds the requisite certificate of qualification, which with respect to each subject is the Interim or Permanent Junior Certificate.

GRADE X STUDENTS WITH "C" STANDING

Paragraph (f) on page 20 of the High School Regulations will not be applied with respect to students who obtained "C" standing on the Grade IX Examination of 1938. Such students will be permitted to elect one or two, but not more, of the following subjects during the year 1938-39: Algebra 1, Geometry 1, Chemistry 1, Physics 1, Latin 1, French 1, German 1.

Paragraph (f) of the Regulations will, however, be applied next year with respect to students who obtained "C" standing on the Grade IX Examination of 1938. Such students who desire to elect Algebra 1, Geometry 1, Physics or Chemistry 1 next year should prepare themselves this year by taking the necessary prerequisite subjects, General Mathematics 1 or General Science 1.

No Alternations in English or in Social Studies

Teachers in small schools are advised that it is not permissible to alternate English 1 with English 2, or Social

Studies 1 with Social Studies 2. Instruction in English 2, or in Social Studies 2, may be taken only by students who have a Departmental standing of at least 40% in English 1, or in Social Studies 1, respectively.

Grade IX Dramatics

Teachers are advised that the following sections of the course in Dramatics for Grade IX, as outlined on pages 156-166 of the Programme of Studies for the Intermediate School have been transferred to the course outlined for Dramatics 1 on the High School Programme:

Section III—Scrapbooks—p. 160

Section VI—Setting—p. 161

Section VII—Make-up and Costume—p. 162

Section VIII—Lighting—p. 162

Section IX—From the beginning of the third paragraph, "The teacher may deal with this section etc." to the end of the section.—p. 163

These transferred sections appear on page 109, 110 and 111 of the High School Regulations for 1938-1939.

Teachers of Dramatics who are interested in puppetry will be glad to learn that a section on this work will be added to the revised edition of the Programme of Studies for the Intermediate School.

Important Notice Re Intermediate School English Grades VII, VIII and IX

In one-room schools, or schools in which Grades VII, VIII and IX occupy the same room, the three grades may be combined for work in Literature and Reading. During the year 1938-39 the reader to be used in such combined classes is the *Canada Book of Prose and Verse, Book I*.

Two new textbooks in Intermediate School Language are to be used this year: JUNIOR ENGLISH ACTIVITIES, Book 1, for Grade VII, and JUNIOR ENGLISH ACTIVITIES, Book 2, for Grade VIII. During the fall term, a supplement to the Programme of Studies for the Intermediate School will be issued, giving an outline of the course in Language for Grades VII and VIII. Until this supplement appears, teachers should base their instruction on the material and procedures of the new textbooks.

Intermediate School Music

Some teachers have overlooked the fact that Music is a required subject both in Grade VII and Grade VIII. Art is required either in Grade VII or in Grade VIII, but Music is required in both grades. The certificate of promotion from Grade VIII will not be granted to pupils who have not taken the required instruction in Music and Art.

New Textbooks in Language

The following new textbooks have been authorized for use during the year 1938-39:

Expressing Yourself—Grade X Grade X Language

Expressing Yourself—Grade XI Grade XI Language

Junior English Activities, Book 1 Grade VII Language

Junior English Activities, Book 2 Grade VIII Language

Junior Language, Book "B" . Grades IV, V, VI Language
N.B.—The course in Language for Grades IV, V, VI is arranged in a three-year cycle. Last year Junior Language, Book "A" was required; this year Book "B" is required; and next year Book "C" will be required.

New Textbook in Typewriting for Grades VII-IX

This year the textbook in Typewriting for Grades VII-IX is the *Complete Typewriting Course* by Stuart. This book is the same as that used for Typewriting 1 and 1a in Grade X.

Matriculation Requirements for the Faculty of Medicine

The following notice has been sent to principals of schools by the Registrar of the University:

"In view of the discrepancies between the University calendar (page 33) or General Information Bulletin (Page 17) and the Regulations of the Department of Education (page 14), Grade XI students who intend to enter the Faculty of Medicine at the University of Alberta should be advised to take the following subjects during the school term 1938-39:

English 2

Social Studies 2

Geometry 1 if Algebra taken in Grade X

Physics 1 if Chemistry 1 taken in Grade X

French 1 or German 1 if Latin 1 taken in Grade X

Elective subjects

or vice versa

"It will be clear from the above that such students who enter Grade XII in 1939 will not under ordinary circumstances be able to present the third unit of a modern language for medical matriculation. This will not, however, be regarded by the University as a condition or deficiency."

Four Years for the High School Programme

The attention of teachers is again directed to the fact that in the smaller high schools the high school programme cannot be completed within three years. Even in the city schools a large number of students take four years to complete this programme. Teachers are asked to explain this situation to their students; and to point out that even under the unit system of the former programme, the average student spent four years in high school; and that the new programme is by no means less difficult than the former programme.

Re Purchase of Encyclopaedias

From time to time requests come to the Department for advice about the purchase of an encyclopaedia for the school.

The fact is that very full lists of reference books have been given with the course outlines in the Elementary, the Intermediate and the High School Programme; and it is to be assumed that in most schools, where the amount available for the purchase of reference and library books is not large, the school board or the teacher will get better value for the school by selecting from the reference and library lists than by spending any considerable sum on an encyclopaedia.

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It is not a fault-finding, but a fact-finding association, informing itself on the needs of the school and a real factor in the meeting of those needs.

Its function is to unite parents, teachers, trustees, educational authorities and the community, at large, in developing a system of education that will adequately prepare our youth for the complexities of a future civilization.

For information write to Mrs. A. M. Curtis, 514 Sunderland Ave., Calgary, Alberta.

Message from London

The Department has been advised by the Canadian High Commissioner in London, through the Secretary of State for External Affairs, Ottawa, that at a meeting of scholars of the Elementary Schools of the City of London which assembled in the Guild hall on May 24th for the celebration of Empire Day a resolution was passed unanimously conveying to the children of the Empire Overseas a message of cordiality, love and goodwill.

Correspondence Courses

The complete Grade IX programme is offered by correspondence at a price of \$30.00. The prices for single subjects are as follows: English, \$5.00; Social Studies, \$5.00; General Science and Health, \$5.00; Art, Elementary Bookkeeping and Junior Business, and Agriculture, \$3.50 each, or the three for \$10.00.

The following courses for Grades X and XI are available at a price of \$5.00 each:

English 1, 2
Social Studies 1, 2
French 1, 2
Latin 1, 2
Algebra 1
Geometry 1
Physics 1
Art 1

Biology 1
Health 1
Chemistry 1
Bookkeeping 1a
Mechanical Drawing
Geology 1
Commercial Law 1
Sociology and Psychology 1

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OUR NEW HIGH SCHOOL INSPECTOR



DR. A. B. CURRIE

Red Deer will be the headquarters of Dr. Alex B. Currie, who this autumn was appointed to the high school inspectorial staff in charge of commercial schools in Alberta. In addition to his duties in the commercial schools, Dr. Currie will assist the present high school inspectors of academic subjects.

UNIVERSITY RADIO PROGRAMMES OF INTEREST TO TEACHERS

Commencing on Monday, October 3rd, the University Station CKUA will resume broadcasting activities.

There will be many programs of special interest to teachers. The following is a tentative schedule of the evening talks series:

Monday, 8:00 p.m., Foreign Affairs (for study groups and individuals).

Tuesday, 8:00 p.m., The University Explorer—talks on scientific subjects and actuality broadcasts from the laboratories.

Wednesday, 8:00 p.m., Series dealing with contemporary novelists and playwrights.

Thursday, 8:00 p.m., The Round Table—group discussion on national and international topics of current interest.

Excepting Tuesdays these talks will be carried by the Alberta Educational Network, CKUA, CFCN.

A series of twenty plays on "The Building of Canada" commencing with "Raleigh, Prophet of Empire", will be given by the CKUA Players over the University Station and the CBC network. This series will be on an evening period but the time and day has not yet been settled, though it is understood that the series will commence some time in October. Teachers will want to urge their pupils to listen in to this series which from all accounts will be an outstanding one.

On Wednesday evenings at 5:45 a CBC series "Great Personalities in History" by H. N. Fieldhouse of the University of Manitoba, will be carried by CKUA. There will probably be another CBC program on Fridays at 6:30—a series

Dr. Currie was born of Scottish parentage at Rodney, Ontario, and attended the public and high schools there. Upon graduation from high school he attended the Normal School at London, Ontario, and following this normal training taught for four years in Ontario public schools. He then entered Queen's University from which he graduated with honors with the degree of Bachelor of Commerce.

After graduation, some time was spent in newspaper work in Toronto. However, in 1929 Dr. Currie once more entered the teaching field and came to Alberta to join the staff of the McDougall Commercial High School in Edmonton. While teaching at McDougall he obtained his Master of Arts and Bachelor of Education degrees.

In 1932 Dr. Currie attended the Summer Semester at Leland Stanford University, California, and three years later entered the University of London, England, receiving in 1937 the degree of Doctor of Philosophy from that institution. While at the University of London, Dr. Currie attended classes in the Institute of Education, University College, King's College, and the London School of Economics, and later spent several weeks studying the schools and administrative organization in Lancashire and Leicestershire in England and in Ayrshire, Scotland.

Last year Dr. Currie was appointed temporary lecturer in the Department of Education at McGill University, Montreal, in the absence of Professor John Hughes.

Nor has Dr. Currie been too busy to interest himself in A.T.A. work. During the strenuous years of 1934-35, he served as Vice-President of the Association, and from time to time he has contributed particularly appreciated articles to the A.T.A. Magazine.

All in all the Department of Education is to be congratulated once more on its judgment in choosing a man of Dr. Currie's calibre to fill a leading position.

of talks on current events in the United States with particular reference to Canada.

The language courses are to be continued with the addition of a senior course in French. The French and German Conversational courses by means of Linguaphone recordings will be repeated and the senior course in French will be given by Prof. de Savoye of the Department of Modern Languages. Prof. de Savoye will broadcast twice a week. He will use as a text the play "Napoleonette" by "Gyp" the pseudonym for la Comtesse de Martel de Janville, a delightful writer of the latter part of the 19th century. The play is edited by Prof. Edouard Sonet and Edward F. Meylan. Copious notes have been added to assist the student and numerous exercises for reading, dictation and recitation. In the foreword, the editors say this of the play: "It is the editors' hope that 'Napoleonette' will supply a long-felt need. The play has a very interesting background and will carry the student to that most dramatic phase of French history, the fall of Napoleon and the return of the Bourbons. It will present also one of the best specimens of the art of conversation, for which the French are famous—an art in which, as practiced by Gyp, wit and humor are happily blended. Finally, 'Napoleonette', besides having a swiftly moving plot and a sparkling dialogue, makes easy reading and contains in its vocabulary hardly any words or idioms which are not in current daily use."

Full information on these courses and the radio program in general can be obtained from the Extension Department, University of Alberta, Edmonton, and as the courses will all start the first week in October those who wish to register and obtain the text books should write for information immediately.

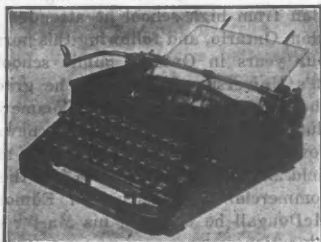
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MARGINALIA

By DR. C. SANSOM

ADULT EDUCATION

The city of San Jose in California has a somewhat smaller population than either Edmonton or Calgary. Yet in San Jose 6,000 students are enrolled in adult education classes.

The above facts are gleaned from an exceedingly interesting article in the May number of the Journal of the National Education Association on the adult education movement in the California city.

The San Jose movement, we are told, is based on the assumption that adults want to attend school. As to why they want to attend school, it was discovered that this was not primarily to learn a trade, or vaguely to acquire "culture". The dominant motives were found to be three in number, viz., desire for personal betterment, curiosity, and an interest in "personality" and its betterment.

The adult courses in San Jose are divided into three major "divisions", the social-civic division, the division on personality and ideas, and the division on expression.

To every citizen who completes sixteen courses in the social-civic division the board of education grants an honorary diploma in social-civic studies. The diploma is taken as a recognition of a superior type of citizenship, and is said to be valued highly by its recipients.

The social-civic division is made up of such studies as: Money and the common man; Russia; public opinion; travel lectures; safety problems, etc.

The division on expression is now the largest in the Adult Centre. It seeks to provide the basic skills in written and oral expression, to develop language expression, and to supply leisure activities in the field of expression. It includes courses in dramatics, voice training, stage management, radio script writing, and family motion picture photography, which is one of the first courses of its kind in educational history.

The division on personality and ideas draws on psychology and philosophy. The psychology students consider such questions as psychology and family life, the modern mind, modern morals, after chivalry, what? Those who go in for philosophy dip into such questions as the philosophy of liberty, philosophy of loyalty, Emerson and his friends, a study of ethical character.

The handbook of the movement in San Jose bears a title, which, whether true or not, is highly charged with psychological appeal: "It's Fun to be Intelligent."

The point for us is that considerable strides are being taken in adult education in certain parts of the United States. The Old Country long ago forged ahead in this regard. Unless Canada bestirs herself she may find herself too far behind to be comfortable. Children cannot learn enough. Adolescence has its own problems and interests. Young men and women have enough to do to get started in the world. Education should really begin at forty.

THE LARGER SCHOOL UNIT

Of all the changes taking place today in Alberta in the field of education, undoubtedly the most significant is the setting up of the larger areas of rural school administration. This is the one reform that makes possible all other reforms, the basic requisite to any further real advance in education in this province. It is the modern continuation of a movement which started long ago when education passed from the family (and the philanthropic societies interested in the education of the poor) to the community. The unfortunate feature of the former transition, in America at any rate, was that education got tied up to those tiny local areas known as districts. These districts, in the course of time,

came to be regarded as the sacred repositories of educational responsibilities, much as the individual families had been before. The earlier movement was stoutly resisted by well-to-do families who regarded it as an outrage that they should be held financially responsible for the education of other people's children. The present transition is from small areas to larger areas, and is meeting with much the same kind of opposition as the former, namely, the unwillingness of the wealthier sections to admit responsibility for the education of children in other parts.

Yet this transition from small to larger areas is the beginning and the end of educational philosophy at the present time in regard to school finance. The object is to widen the tax base in a geographical sense, so that school costs may be uniformly distributed over wider and still wider areas. It would be most unfortunate if the movement, in a financial sense, were allowed to stop with the larger units at present being established. Beyond the division is the province, and beyond the province is the Dominion. There is nothing more "sacred" about the new divisions in regard to school support than in the small district units, or in the family. There is a transitional, almost revolutionary movement under way in regard to school finance, and the formation of the larger units must be regarded merely as the first step in the process, not the last. The significant fact is that the deadlock of the small district system is at last being broken. As a result of this education once more has room to breathe.

THE "FOUNDATION PROGRAMME"

The proposal that the province as a whole should provide a "foundation programme" of education in every district, leaving it to the local authorities to supplement this to any desired extent, is one that is sure to make headway in Alberta. It is a vast improvement over our present method of financing education, and is in line with present trends all over the world. The purpose is to make the tax base as wide as the entire province, so that money for education may be raised in any part of the province where it is available, and expended wherever there are children to be educated, regardless of the wealth or poverty of the local area.

A good example of the application of this principle in school finance is the School Foundation Programme Law recently enacted in the State of Ohio. This law makes the following provisions for the support of a foundation programme for the entire state from state funds:

\$22.50 for each kindergarten pupil.

\$45.00 for each pupil in Grades I to VIII.

\$67.50 for each high school pupil in Grades IX to XII.

\$1,150 for each approved one-room rural school.

\$2,400 for each approved two-room rural school.

In addition all approved transportation costs in consolidated districts, and tuition charges for non-resident pupils are assumed by the state government.

In one-room and two-room schools the allocation is made on the per school rather than the per pupil basis. The reason for this is that the attendance in such schools may be too small for the per pupil grant to support an acceptable minimum of education in such districts.

The local responsibility under the Ohio law is a uniform tax levy of three mills on all the real property of the state. This tax must be levied and collected by the municipalities as a condition to receiving the state aid.

In allocating the funds, the state first gives a "flat distribution" to each district for each pupil in average daily attendance. This applies to all but one-teacher and two-teacher schools, whose grants, as stated above, are fixed at \$1,150, and \$2,400 respectively. The "flat distribution" is computed on the basis of \$15.30 for each kindergarten child, \$30.60 for each elementary pupil, and \$45.00 for each high

school pupil. Then the proceeds of the three-mill tax are added to this. If the total does not come up to the amount of the minimum guarantee, the state gives "additional aid" to make good the deficiency.

The way the Ohio law would work out in Calgary, for instance, is roughly as follows:

Foundation Programme:

Elementary schools (I to VIII) 9,281 at \$45.00 \$418,000
High Schools (IX to XII) 3,447 at \$67.00 233,000

\$651,000

Flat Distribution:

Elementary schools, 9,281 at \$30.60 \$284,000
High Schools, 3,447 at \$45.90 158,000

\$442,000

Tax levy of three mills on an assessed valuation

of \$55,000,000 \$165,000
Sum of flat distribution and tax levy \$607,000

"Additional Aid" needed to bring this up to the foundation guarantee of \$651,000 \$ 44,000

Hence the total provincial contribution to the Calgary public schools on the Ohio plan would be a flat grant of \$442,000 plus additional aid of \$44,000, total \$486,000. The present grant is around \$100,000.

But the current city levy for education in the public school system in Calgary is about \$1,250,000. To bring the foundation guarantee up to this amount would call for an additional levy of 8 mills on city property. This would mean a total tax levy for education in Calgary of 11 mills. The present tax for education amounts to about 23 mills. Hence we may roughly conclude that the application of the Ohio system in Alberta would reduce local costs for the present services in Calgary by about one-half.

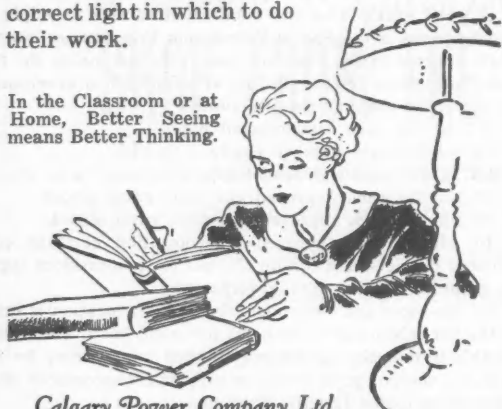
To find the total cost to the provincial government of financing a foundation program for one-room, two-room, and more-than-two-room schools in Alberta on the above basis is left as an exercise for the reader. The 2,962 one-room schools alone would account for \$3,406,300. In 1935 the total government grants to all districts amounted to \$1,432,000.

It may be apropos to add that Ohio is a very wealthy state. It has one-sixth the area of Alberta and nine times the population. Hence comparisons with Alberta should be made with care. But the principle of the foundation programme is undoubtedly just as sound in Alberta as it is in Ohio, where it has been declared that "the ultimate results of this Act (the School Foundation Programme Law) are destined to be more beneficial than any law of an educational nature enacted by the General Assembly since the Common School Law of 1825."

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BOOK REVIEW

By RAYMOND E. SHAUL, B.A.

The Mail Comes Through by Charles Gilbert Hall. New York: Macmillan Co. 135 pages, 53 illustrations. Price \$1.32.

"Neither snow nor rain nor heat nor gloom of night stays these couriers from the swift completion of their appointed rounds"—Herodotus.

It is around this text that Charles Gilbert Hall weaves this delightful little story of the development of the modern Post Office. Beginning with Roman times, he follows his theme through the Dark Ages, the Renaissance, 19th century Europe and America, until he brings us to our own times. And since the story of the growth of communication is interwoven with the story of the unfolding of our civilization, the reader is given a perspective of history too.

The style is scholarly and although the subject is of a technical nature, Mr. Hall does not overburden us with technical terms. Throughout the book are interesting little episodes painting vivid word-pictures that clinch the author's point. Thus, in mentioning the Pony Express, which in 1860 succeeded in cutting in half the time for mail to travel between St. Joseph and San Francisco, he says:

"There were four hundred of these horses, and eighty riders were at all times in the saddle—forty of them eastbound and forty westbound. Buffalo Bill was one of these riders. Once, when the rider who was to take over the pouch at the end of Bill's run had been killed, it is said that Bill rode straight on to the meeting with the next rider. There finding that there was no one to make the return trip, he rode straight back again, a total of three hundred and twenty miles and twenty-one hours in the saddle."

Since the book is written from the American viewpoint, it may not be so valuable, historically, to Canadian boys and girls as to their brothers and sisters to the south. However, the problems that have been met and solved are the achievements of civilization in its race against time rather than those of any particular people and as such, have universal appeal.

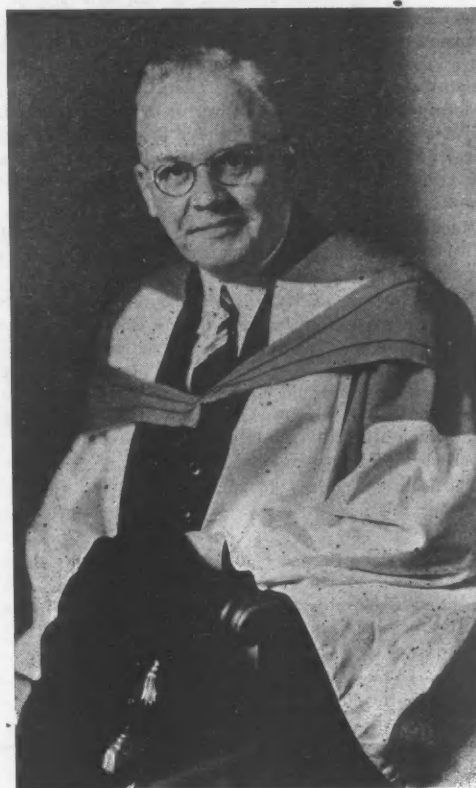
When we have finished, we cannot but have a more appreciative understanding of the work of this important branch of the Civil Service. The book should prove a valuable addition to the Social Studies or the Junior Business section of the Intermediate School Library.

"Through by Rail" and "Skyways" are companion volumes to "The Mail Comes Through."

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PRESIDENT OF THE EDUCATION ASSOCIATION OF CANADA AND NEWFOUNDLAND



DR. G. FRED, McNALLY,

Deputy Minister of Education, who was elected President of the Education Association of Canada and Newfoundland at the convention in Charlottetown.

OBITUARY

MISS HARRIETTE GOOZEE, M.A.

With deepest regret we record the passing of our associate Harriette Goozee, who for seven years was a teacher in the Camrose High School. Miss Goozee held a Master's degree from the University of Boston and had done some work in Education at the Graduate School of Education, Harvard University. Much respected for her professional ability, she was considered to be one of the most efficient teachers of Latin in Alberta.

Ill-health forced Miss Goozee to resign her teaching duties late in 1936, and on March 12, 1938, she succumbed to a heart condition. A fine character, a loyal friend and associate, she will be keenly missed by all who were privileged to know her well.

CARD OF THANKS

Mrs. Harry Evans and family wish to thank all the examiners of High School papers who contributed to the gift which they received. Their kind thought was very much appreciated.

FUNDAMENTAL PRINCIPLES OF SOUND TEACHER RETIREMENT SYSTEMS

At the meeting of the National Council of Teachers' Retirement Systems held in Boston, the Council adopted fifteen fundamental principles which should be observed when organizing a Teachers' Retirement System. These fundamental principles were formulated after several years of study and consideration by the Research Director of the National Education Association and the experienced Secretaries of existing Retirement Systems, and they were so well formulated that it has not been found necessary thus far to recommend any changes.

1. Membership should be compulsory for teachers entering the service after the enactment of the retirement law; optional for teachers already in service.
2. Retirement ages and rules should be defined and administered so as to retain teachers during efficient service and provide for their retirement when old age or disability makes satisfactory service no longer possible. The retirement allowance should be sufficient to enable the retiring teacher to live in reasonable comfort, thereby removing the temptation to remain in the classroom beyond the period of efficient service.
3. The sums deposited by teachers and by the public during the period of service should be approximately equal.
4. The deposit by the teacher and the payment by the public should be stated by the organic act creating a retirement system, subject to adjustment in accordance with future actuarial investigation.
5. The teacher's contributions and the States's payments to the retirement Fund should be made regularly and concurrently during the teacher's period of service.

6. The Retirement Board should open an account with each individual teacher. Sums deposited in that account by the teacher should be held in trust for that teacher.
7. An adequate and actuarially sound reserve fund should be created to guarantee that the necessary money to pay the benefits promised will be on hand at the time of retirement.
8. Periodic actuarial investigations should be made of every Retirement System to insure its financial soundness.
9. A retirement allowance should be provided for disabled teachers after a reasonable period of service.
10. Teachers leaving the service before the regular retirement age should retain rights to all moneys accumulated to their accounts. Teachers' accumulated deposits should be returnable upon withdrawal from teaching service, or death prior to retirement.
11. The teacher should have the opportunity to elect the manner in which he will receive the benefits represented by the accumulated value of his deposits and the State's payments.
12. Upon the adoption of a retirement plan, teachers should be given credit for their service prior to the establishment of the system. Funds for this purpose should be provided by the public.
13. The public should guarantee active teachers all the benefits which they had a reasonable right to expect under the old system. It should guarantee teachers retired under a previous system the allowance promised at the time of their retirement.
14. Provision should be made for co-operative or reciprocal relations between the retirement systems of the different Provinces.
15. The administration of the Retirement System should be in the hands of a Retirement Board whose make-up is carefully prescribed in the retirement law, and which represents both the public and the teachers.

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SUGGESTED RURAL TIMETABLE

TIME	DIVISION I	DIVISION II	DIVISION III
8:45- 9:00...		Teacher surveys Room; Confers with pupils	
9:00- 9:15...	Opening exercises; nature reports; current events; health inspection		
9:15 -9:25...	Free Reading	Enterprise Planning	Mathematics on B.B. for Grades 7, 8, 9
9:25- 9:35...	Enterprise Planning	Enterprise Work or Research	
9:35- 9:55...	Enterprise Work	Research Period Continued	Mathematic Lesson for Grades 7, 8, or 9
9:55-10:05...	Evaluation Period		Free Period
10:05-10:20...	Clean-up Period	Enterprise Evaluation	Reading, Art, Science
10:20-10:30...		Speech Training; Choral Recitation (Whole School)	
10:30-10:45...		Morning Intermission	
10:45-11:05...	Reading Lessons, 1, 2 and 3	Arithmetic on B.B. for 4, 5, 6	Social Studies Preparation
11:05-11:20...	Writing Practice	Arithmetic Lessons, 4 or 5 or 6	
11:20-11:40...	Number Exercises	Free Period: Reading, Art; or	Social Studies Conference
11:40-11:50...	Number Lessons, 2, 3	Enterprise	Free Period
11:50-12:00...		Music All Grades	
12:00- 1:30...		Noon Intermission	
1:30- 1:50...	Language, or Read	Reading Lesson 3 days	General Science 2 days
1:50- 2:00...	Language Lesson	Language Lesson 2 days	Health, Art, 1 each Preparation Lesson;
2:00- 2:05...		Read, or Language Ex.	
2:05- 2:25...	Physical Training All Grades		
2:25- 2:45...	Free Activity; Reading, Language, Enterprise		
2:45- 3:00...	Art, or Writing, or Spelling		Lesson
		Afternoon Intermission	
3:00- 3:05...	Free Reading	Enterprise Planning	Exercises in English (Read, Language, or Literature)
3:05- 3:10...	Enterprise Planning	Enterprise Work	
3:10- 3:30...	Enterprise Work	Enterprise Work	English Lesson
3:30- 4:00...	Free Activity Period: for all Grades. Enterprise Work; free Reading; free Art; Options		
	Reading aloud; singing; dramatization; or Choral Recitation		

CREDIT

**It belongs to you---the community
does not own it.**

BANKS live by lending.

That is their major source of income, their principal business. They are always on the lookout for good risks. They have to avoid poor ones.

Let us give an instance. Suppose, say, a man seeking a bank loan, is known to the banker as having no business capacity to carry out the purposes for which he wants the money. He is not credit-worthy—he has accumulated nothing, has no stake.

The banker, anxious though he is to make loans, knows there is not the remotest chance that this man would succeed in his purpose and tells the would-be borrower that the bank cannot take the risk.

But this man has a friend—a man who has accumulated something and has a stake. Hearing of his neighbour's difficulty, he goes to the bank and urges that the loan be made.

"Whose money would you have me lend him?" asks the manager. "You have a deposit here. Would you lend him your own money?"

"Not on your life," retorts Mr. Blank. "Lend him the bank's money."

The bank manager, as custodian of this very man's own money, then takes pains to point out that what the substantial citizen is really expecting, is that the bank should make a loan which the citizen's own common sense and caution would compel him to refuse.

Before such a man leaves the bank he usually agrees that he had expected the bank to lend where he himself would be unwilling. Banks have no magic source of credit.

Here is the core of the whole business of a bank's extending credit. Because of the bank's responsibility to its depositors it can make loans only where repayment is reasonably certain.

To obtain a loan from a bank a borrower must have credit of his own. Seldom, if ever, is his credit spendable. You cannot spend cattle, goods in process of manufacture, uncaught fish, uncut timber, or wheat in the granary.

The bank has credit too. Millions of small depositors have, in effect, lent it their money. A percentage of this money, based on bank experience of withdrawals, is kept in cash, some more in items of a cash nature, more still in assets quickly convertible into cash, and more in safe investments such as marketable government and other bonds. Based upon this, the bank can extend credit.

Because people have confidence in bank credit, and because every promise-to-pay of a chartered

bank is redeemable in cash, on demand, or on a fixed date, this form of credit is spendable.

In the case of the borrower, credit is the personal possession or attribute of the individual—you yourself, if you are the borrower—in character, goods, possessions, integrity, ability and willingness to repay.

Your credit is not social, in the sense of belonging to the community. When you have credit, it is your own just as your money in a savings account is your own. The people at large have no conceivable claim upon it.

Who monetizes credit?

The answer for all practical purposes is this: The man who owns and therefore controls his credit takes the initiative. The bank does not go to him. He goes to the bank and asks it to enable him to obtain credit in spendable form in exchange for his own unspendable credit. The bank does so; and charges him a rental in the form of interest, until he repays.

What happens when he secures this credit in spendable form?

He spends it.

He pays the wages of labour, the cost of raw materials and of manufacture; the cost of seed, of feed for hogs and cattle, or the expenses of cultivating and harvesting; of buying bait or catching fish; of cutting trees or transporting goods.

The whole banking process is made possible by the concentration and cautious handling of other people's money.

Banks simply dare not risk their own solvency and so jeopardize the safety of their depositors' funds, by making loans to people who have neither character nor credit—nor by making loans even to those who have both, without taking every reasonable precaution to ensure repayment.

THE CHARTERED BANKS OF CANADA

Your local branch bank manager will be glad to talk banking with you. He will be glad to answer your questions, from the standpoint of his own experience. The next article in this series will appear in this magazine. Watch for it.

A SCHOOL ORCHESTRA

By G. E. ELGIE

A great many Alberta teachers are giving their pupils valuable musical experience by means of rhythm bands. This is all to the good, but why not develop the idea further and have real orchestras?

Many of you will say, "I could not organize an orchestra, I am not musical; besides it would take too much time and instruments are too expensive."

There are difficulties to overcome, but not insurmountable ones, as I have proven in my own classroom. Starting from scratch, last fall, in an admittedly non-musical rural school, by April I had a seven-piece school orchestra capable of playing for dancing or concert entertainment, such selections as "Home on the Range", "Little Old Lady", "Mother Machree". We are now working on more difficult selections such as "Humoresque". Kazoos and carved wooden sticks and disks for beating time, were our first instruments. When interest was at the highest pitch I suggested the plan of making the band into an orchestra. At first the pupils were very skeptical. It would be nice they agreed but they didn't think they could play real instruments.

Obviously the next problem was to convince them that they could. This I did through the use of an inexpensive (65c) Xylophone, simple, well-known tunes and unstinted praise of good effort. Obtaining instruments was the next step. A violin and an accordion, both of which had been lying unused at home started the ball rolling. The purchasing of new instruments was discussed with the parents to ensure having a proper variety. Early in the new year we had two violins, two hawaiian guitars and a new accordion. A very serviceable drum which any handy-man could construct (from rawhide and cheese boxes) was added and rendered very attractive by some Division III Art work with silver and black paint.

Having taken a few violin lessons (four to be exact) and played the other instruments occasionally for recreation, I was able to give the pupils a start. A start and a little help and encouragement now and then were all they needed.

Competition was very keen. The pupils utilized all their spare time in the evenings and week-ends for practice. Their



Frog Lake School Orchestra

progress was much more rapid than I had expected or hoped for. Three months after the instruments were purchased we played at a concert in a country hall. The orchestra with silver and black monogram stand, another product of a Division III Art period, was proclaimed the star number. The concert was given again in a nearby town and the orchestra again received much praise.

Such an undertaking may loom as too difficult for some but when one remembers that in every community there are a few lovers of music who will back you to the limit by word and deed, mountains become molehills and given the desire to progress through honest conscientious effort, plus the courage to make a start, a great many Alberta teachers could find themselves the proud leaders of their own school orchestras.

THE LAW BE - - - - -

We publish below copy of a letter of appointment sent to an Alberta teacher who declined to bite; in fact he was not even tempted to do so. It is not often the actual infringement or attempted infringement of the minimum wage requirement [Section 161 -(5)] of the School Act is so barefacedly set forth in black and white. School trustees of the "beat-the-School-Act" type are generally too subtle.—Editor.

Grosmont, Alta.

August 15, 1938.

Dear Sir:

I am instructed by the board of Trustees of Grosmont School to offer you the appointment as teacher subject to the agreement enclosed.

If you accept would you kindly sign and return this along with your acceptance.

The Department have not given final approval to the salary as yet. This is to be done when it is definitely known what the harvest returns are in this district.

Yours truly,

J. K. MORT.

Secretary-Treasurer, Grosmont School District No. 3696,

I hereby confirm the following understanding with the Board of Trustees of Grosmont S. D. No. 3696:

1. In the event that the Department of Education approves of my teacher's contract at the sum of \$675.00 per annum, I am to have the use of the teacherage rent-free.

2. In the event that the School District is to pay me the sum of \$840.00, then, I agree to pay as rent for the teacherage the annual sum of (\$165.00).

3. In the event that the Department approves of a salary in excess of \$675.00 per annum, but less than \$840.00 per annum, then, the rent of the teacherage is to be adjusted so that I will receive \$675.00 per annum clear and the balance above that amount will be accepted as rent of the teacherage by the School District.

Dated at Grosmont, Alberta, this.....day of August, 1938.

Signature.....

NOTICE TO PRINCIPALS OF HIGH SCHOOLS

Re matriculation requirements for the Faculty of Medicine

In view of the discrepancies between the University calendar (page 33) or General Information Bulletin (page 17) and the Regulations of the Department of Education (page 14) Grade XI students who intend to enter the Faculty of Medicine at the University of Alberta should be advised to take the following subjects during the school term 1938-39.

English 2.

Social Studies 2.

Geometry 1 if Algebra 1 taken in Grade X

Physics 1 if Chemistry 1 taken in Grade X

French 1 or German 1 if Latin 1 taken in

Grade X

Elective subjects.

or vice versa

It will be clear from the above that such students who enter Grade XII in 1939 will not under ordinary circumstances be able to present the third unit of a modern language for medical matriculation. This will not, however, be regarded by the University as a condition of deficiency.

A. E. OTTEWELL,

Registrar.

The Summer School Financial Statement

Exhibit "A"

STATEMENT OF RECEIPTS AND DISBURSEMENTS FOR 1938 SESSION

RECEIPTS		
Fees	\$1,696.00	
Net Receipts from Dances	128.00	
		\$1,824.00
DISBURSEMENTS		
Athletics:		
Awards	\$ 96.25	
Golf	50.75	
Softball	57.77	
Swimming	144.59	
Tennis	146.40	
		\$505.76
Entertainment:		
Amateur Night	\$ 30.00	
Formal Dance	250.07	
Informal Dances	382.05	
Police Services	22.50	
		684.62
Administration and Sundry:		
Honorariums	\$175.00	
Medical Services	169.60	
Presentation	52.00	
Alteration of Constitution—A.T.A.	85.23	
General Expense	201.71	
		683.54
Total Disbursements		1,873.92
Excess of Disbursements over Receipts		\$ 49.92

STATEMENT OF ASSETS AND LIABILITIES AS AT AUGUST 12, 1938

Assets		
Balance on Deposit with University of Alberta:		
Special Reserve Account	\$ 735.66	
General Account	554.94	
		\$1,290.60
Liabilities and Surplus		
Liabilities		Nil
Appropriated Surplus:		
General Reserve Fund	\$ 650.00	
Medical Services Fund—		
Balance as at March 31, 1938	\$153.96	
Add: Appropriation of 10% of 1938 Fees	169.60	
	\$323.56	
Less: Disbursements for 1938 Session	237.90	
		85.66
Total Reserves—per contra		\$ 735.66
Unappropriated Surplus:		
Balance as at March 31, 1938	\$604.86	
Less Excess of Disbursements over Receipts for 1938 Session	49.92	
		554.94
		\$1,290.60

EDMONTON, Alberta, August 23, 1938. We have audited the accounts of the Summer School Students' Union for the 1938 Session, and have received all the information and explanations we have required. In our opinion the above Balance Sheet, Exhibit "B", is properly drawn up so as to exhibit a true and correct view of the state of the Union's affairs according to the best of our information, and the explanations given to us, and as shown by the books.

WINSPEAR & HAMILTON,
Chartered Accountants,
Honorary Auditors.
Treasurer, E. R. STAUFFER.
President, GEORGE LAMBERT.

The W.F.E.A.

THE WORLD FEDERATION OF EDUCATION ASSOCIATIONS ARE INVITED TO BRAZIL FOR THE EIGHTH BIENNIAL CONFERENCE. THE MEETING IS TO BE HELD IN RIO DE JANEIRO DURING THE FIRST WEEK IN AUGUST, 1939, AND WILL SUPPORT THE LATIN AMERICAN GOOD NEIGHBOR MOVEMENT.

Dr. Paul Monroe, President, World Federation of Education Associations, announces acceptance of official invitation from the Brazilian Government to come to Rio next year.

Dr. Monroe says:

There is more interest in the Rio meeting right now than any time during the arrangements for the Tokyo conference. We had so many more teachers in Tokyo for the Seventh Conference than anticipated, and found that so many more would have been on hand if the steamship facilities had been adequate.

This year we hope to make it possible for the younger teachers in the modest salary brackets, not only to attend the Rio meeting, but to become better acquainted with Latin America through cruising into the ports of the West Indies and South America. The chartering of trans-Atlantic liners with accommodations for a thousand to fifteen hundred passengers in all classes and operating these as one-class cruise ships will enable us to offer a fifty to sixty day cruise to several thousand teachers for very moderate prices, probably five hundred dollars minimum, and ranging upward to six hundred or seven hundred dollars depending upon the type of stateroom required.

In addition to the costs being lower than ever offered by transportation companies, the travel committee will allow a ten per cent reduction to teachers making their reservations and paying their initial one hundred dollar cruise deposit before December fifteenth. Frankly this discount is an incentive to the teachers to book early enough to determine whether more ships should be engaged.

On each cruise the World Federation of Education Associations will conduct an open forum under the leadership of an outstanding authority dealing with international education and subjects of general educational interest. Thos. Cook & Son will have charge of the business management of the cruises, and in co-operation with the steamship companies provide a competent cruise staff. A complete program of cruise entertainment will be provided.

Literature will be available, starting in September, through local travel agencies and through the World Federation of Education Associations Travel Bureau, located in the National Education Association Building, 1201 Sixteenth Street N.W., Washington, D.C.



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C.T.F. News - - -

COMMANDMENTS FOR PARENTS AND TEACHERS

The English students of Stevens Point High School, under the direction of Miss Bertha Glennon, recently compiled desirable attributes of parents and teachers. From this list a Committee of Seniors selected ten points most frequently noted and used them in the formulation of ten commandments for each group.

Ten Commandments for Parents

1. Thou shalt be impartial and treat all thy children alike.
2. Thou shalt understand thy children.
3. Thou shalt show an interest in thy children's activities.
4. Thou shalt be cheerful.
5. Thou shalt maintain discipline in the home.
6. Thou shalt be patient with thy children.
7. Thou shalt provide a good home environment.
8. Thou shalt set a good example to thy children.
9. Thou shalt be neat and make thy children proud of thy appearance.
10. Thou shalt be honest with thy children in word and deed.

Ten Commandments for Teachers

1. Thou shalt be impartial and show no favoritism to any of thy pupils.
2. Thou shalt be neat in appearance.
3. Thou shalt have a thorough knowledge of thy subject and use the best teaching methods.
4. Thou shalt understand children.
5. Thou shalt be patient.
6. Thou shalt maintain good discipline in the classroom.
7. Thou shalt have a good sense of humor.
8. Thou shalt be kind and good-natured.
9. Thou shalt have a pleasing personality.
10. Thou shalt be a friend to thy pupils.

—From Wisconsin Journal of Education, May, 1938.

AN IMPORTANT THESIS

Mr. G. J. Buck, of Melville, Saskatchewan, has written a Thesis entitled: "Development of Teachers' Organizations in Canada". This Thesis, which covers the history of the Canadian Teachers' Federation and its affiliated organizations, was accepted by the Faculty of Education in the University of Manitoba, for a degree in this Faculty, 1938.

Arrangements have been made for the publication of this in mimeographed form by the Canadian Teachers' Federation at a minimum cost. We would suggest that the different Provincial Organizations indicate to Mr. Crutchfield the number of copies they might take.

The Thesis is important because it deals quite exhaustively with the beginning of Teachers' organizations in Canada. It also has an account of the Newfoundland Teachers' Association.

A DICTATOR?

Dr. George Norlin, President of the University of Colorado, former Professor of American Institutions in Berlin, in his Convocation address this year warned his graduates, and through them the United States, against certain social trends which point towards despotism and the popular abnegation of political life. After lamenting the "American betrayal of the League of Nations," he says:

"Does anyone suppose that there is no relation between the spread of crime and the lowering of morals in this country and the fact that whole nations have trampled morals under foot and proclaimed it to be divinely righteous for the State to lie, to steal, and to murder whenever crime seems to advantage the State?"

"Does anyone suppose that there is no relation between the growing cheapening of human life among us—the dulling of the edge of our concern for human beings—and the whole-

sale slaughter of innocents, yesterday in Ethiopia, today in China and Spain, tomorrow, God knows where?"

"Does anyone suppose that there is no relation between the triumphal march of Nazi brutality in central Europe and



DR. M. E. LAZERTE, President A.T.A., elected President of the Canadian Teachers' Federation, 1938-39.

the sentiment which one hears on the streets of Boulder or of Denver or of any American town, that 'what this country needs is a Hitler'?"

This attitude is not confined to the United States. Only the other day we heard in Winnipeg a citizen remark: "what we want is a Dictator."

There is abundant need for Universities and schools to emphasize the moral and spiritual needs of life.

STUDIES AND REPORTS

The University of London, Institute of Education, has been issuing from time to time studies on educational problems. These are under the editorship of Professor F. Clarke, Director of the Institute. The reports which are splendidly printed by Humphrey Milford, are one shilling. Among the studies are such topics as: Educational Problems in the Far East (Becker); Outlook in Education (Kandel); Tendencies in University Education (Deller); Quebec and South Africa (Clarke); John Adams (Sir Michael Sadler); Thomas George Tibbey (Ballard). The thirteenth study which we have just read is by Professor John MacDonald, of the University of Alberta. It is on "Some Suggestions Towards a Revised Philosophy of Education."

We would suggest that the Provincial Organizations investigate these series of studies.

OUR YOUNG PEOPLE

Lord Tweedsmuir said at Edinburgh recently: "I have always regarded my own generation as vigorous and enterprising, but this generation has a physical audacity which would have left us gasping."

Lord Austin, employer of 20,000 men and women, said: "I am convinced that the youth of today has greater stamina and wider mental capabilities than any previous generation."

The Directed Reading Period Versus the Reading Lesson

By Dr. Donald Dickie, Provincial Normal School, Edmonton

Reading experts everywhere are recommending that teachers should get rid of their "hammer and tongs" methods of teaching reading; up-to-date teachers everywhere are getting rid of them. Why not resolve, at this hopeful moment of the new and shining school year to break your own bonds? Why make your pupils and yourself slaves to the reading lessons when you might, with far better results for both, be a "free reader", enjoying books and periodicals as they are meant to be enjoyed in school as well as out of it? It's simple; let me tell you about it.

The first thing to do is just to take off the pressure. Take it off yourself. Stop using your solar plexus, that hard knot of tension that lives in the pit of your stomach and daily drives your temper up and your manners down, that sends you hurrying from class to class with an anxious frown between your eyes and a voice that grows sharper as the day proceeds; stop teaching with your muscles, use your head, relax! Take the pressure off the pupils. Stop trying to force them to read material that is three or four grades above their level and that is, probably, without meaningful purpose and, therefore, without interest for them. If they can read by themselves at any level, let them read what they like at that level so long as they read a good deal; if they are not capable of reading independently, give them plenty of easy, interesting material and stand by to help them read it.

After all, your old methods have not been so completely satisfactory, so easy and delightful that you need cling to them from any sense of loyalty. The alphabetical method, the phonic method, the "look and say" are all alike characterized by long hours of laborious drilling on symbols: letter names, letter sounds, words, which the experts assure us is almost entirely a waste of time. The pupils exposed to these methods learn to read, if they do learn, in spite, rather than because of the tedious drilling. If they do learn! A shockingly large number do not learn; they are "word callers" not readers. Fifteen per cent of all elementary school children leave school without having acquired a sufficient degree of skill in reading to enable them to comprehend the simplest article in a newspaper; they are non-readers. "Poor intelligence", you say. Not at all. The startling thing about it is that eighty per cent of the pupils who have reading disabilities have average or above average intelligence; twenty-five per cent of them have high I.Q.'s. The inference is obvious. Unquestionably these able children could learn to read; they have failed because of unsatisfactory methods of administration and instruction.

The second thing to do is, therefore, to grasp firmly the fact that there is one, and only one, way to learn to read and that is by reading. Reading lessons, phonic and word drills never did, and never will, make readers of the children, only practice in reading will do that. A pupil in swimming may be taught the arm and leg movements in the gymnasium, but only practice in the water will make him a swimmer. The best music teacher in the world cannot teach a child to play the piano by giving him a lesson twice a week; the child must practise. Like swimming and playing the piano, reading is a skill; instruction lessons are necessary, but they are useless without practise. In the reading lesson you show, or you should show, the child how to use one or more of the many different skills of reading. Having been shown, he must practise using that skill in combination with the others, that is: he must read. If he can read, that is, if he can get ideas from print, what he needs is practise and plenty of it. The Zirbes investigation, years ago, proved that children of average, or

above average ability, improve more rapidly when allowed to read freely, while children of below average ability profit more by reading lessons. You can yourself prove this to be the case. Give your normal and clever pupils a chance to show how quickly they improve under the "free reading" system.

Should you decide to do this, the first step is to group your pupils according to their reading ability; in a rural school these groups will probably cut across grade lines. The grouping is, of course, best done by standard tests; if these are not available, give informal tests as suggested in the course of study; or, group your pupils by your own judgment. Most teachers know only too well which of their pupils are poor readers. As a result of the tests each class (in a rural school, each division) will probably show three groups: the good readers who need only plenty of free reading practise; the "mild deficiencies" (the average pupils) who need training lessons in the separate skills of reading and then plenty of free reading practise; and the serious deficiencies, pupils whose reading is so poor as to suggest a reading disability needing individual diagnosis and remedial work. Thus, in each grade in the urban school and in each division of the rural school, the organization for reading is: the free readers, the training group, and the poor readers.

Grade one is the chief source of the failures in reading, most of them caused by the fact that many six year olds are not yet sufficiently mature to learn to read. Children of good intelligence mature different abilities at different ages; they are ready to walk and to talk at different ages and they are by no means all ready to learn to read on their sixth birthday. Being unready, they are pushed by eager parents and anxious teachers into a complicated process involving physical and mental functionings of which they are as yet incapable. They don't "catch on"; the farther they advance, the darker grows the night; in a year or two they are confirmed reading failures, which generally means failure in other subjects also, and all of this might have been avoided, the labor and worry of the teacher, the struggles and failure of the child, by waiting a few months till he was sufficiently mature to perform the functions required in reading.

Begin, therefore, by giving your beginners a reading readiness test. The Marion Munroe Reading Aptitude Test is a satisfactory one, simple to give and not expensive. Copies can be obtained from the School Book Branch at five cents each. If it is impossible to secure a standard test, try by your own judgment and small informal tests to sort out those children who are not yet ready to learn to read. Look for children who have visual or auditory defects, whose speech is imperfect, who have immature motor control, small power of attention, a brief memory span, a small vocabulary, incomplete and confused sentence structure, inability to see the differences in letters, or words, and who have no desire to learn to read. Having divided your beginners into two groups: those who are ready, and those who are not ready, to learn to read, begin to teach reading to those who are ready for it, and give a few months' preparatory training to those who have not yet matured the necessary powers: tell them stories to increase the attention and memory span; give speech training exercises, dramatization, story reproduction, conversation to improve the vocabulary and sentence structure, keep them busy with free art, construction work, rote singing, games; teach them to see small details and to distinguish between the different letter forms; give practise in problematic thinking. The best possible preparatory training is, of course, to have them work out a simple enterprise; this

provides many opportunities for problematic thinking and gathers all the necessary types of preparatory training into a meaningful whole.

With the group who are ready to read the first step is to teach them to read for thought; that is to make each child understand that the printed symbols mean something, that when he looks at them they tell him something, that we read to find out things. Once a child has "caught on" to this he can read though he only knows two words. A child who, when the teacher prints on the blackboard the word "stand", looks at it and stands up and who when "sit", or "walk", or "run", or "hop" is printed looks at it and obeys, that child can read. He needs only a larger reading vocabulary and practise in reading; and by far the best, easiest and quickest way to get the vocabulary is to practise reading; daily to read new sentences, a new story made up of the old words with two or three new words slipped in in positions which make it easy for him to get the meaning from the context. Mechanical word drill really helps very little, he must meet the word again and again and again in context to make it a part of his reading vocabulary. For the first few weeks he should have his reading lesson on the blackboard partly that the teacher may check his eye movement and partly because the teacher is the only one who knows what words he can read and is, therefore, the only person who can write a story for him to read. For the same reason his first books should be two or four page pamphlets invented and printed by the teacher and using the words he knows. When he knows fifty or sixty words, he is ready to read a pre-primer; as soon as he has been initiated into this and can read on, one page after another, getting the story out of it, he should be graduated from the reading lesson into the free reading class.

The free reading class consists of all the independent readers in the room regardless of grade; in a rural school, it

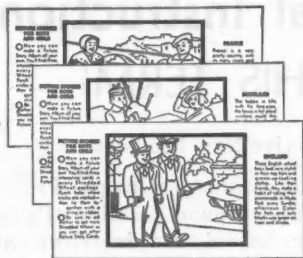
includes all grades from one to nine. It has, instead of a reading lesson, a **Directed Reading Period**. For half an hour, or longer, all the children in the room who can read independently do so, each reading a different book at his own level: pre-primer, primer, first reader, second, third, fifth, ninth; whatever level he is capable of enjoying. He may be in grade eight but capable of reading easily only at the grade six level, then let him read at the grade six level. Two or even three pupils may read together from one book if books are scarce. As the pupils read, the teacher steps about asking now this one, now that one, to read a few sentences aloud or to report briefly upon what he is reading; she asks those who have any difficulty to raise their hands so that she may go to help them in turn. Perhaps she makes notes of the difficulties so as to take them up in the training lesson.

In addition to the directed reading periods all you need is a ten or fifteen minute training lesson daily, or tri-weekly, with each group—each group, not each grade. The training lesson is different from the reading lesson. Its purpose is not to read for the story, or the facts, but to practise one or other of the many separate skills of reading. It may be taken on the blackboard, or short passages from a suitable reader may be used. The primary training lessons give brisk practise in the mechanics of reading: eye movement, getting meaning from context, sharp perception exercises in distinguishing words, syllables, phonograms, letters, blending syllables and phonograms (not single letters) into words, word and phrase recognition, "read and do", or "read and answer the question", "read and tell" exercises. Many Division Two and even Division Three groups will profit by the same drills, but ordinarily senior training lessons would give practise in the different types of comprehension, reading at different speeds, using the dictionary, the index and the other aids to study.

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PRINT ABOVE INFORMATION PLAINLY

In a rural school two training groups may be enough—the primary and the senior, the latter including pupils of all the grades from four to nine.

Oral reading should be a part of the speech training work. The good readers should read to the whole class, to each other in little groups passing the book around, to one another as partners. The poor readers should read, each one privately, to the teacher who will train and encourage each until he is capable of giving the class pleasure by reading aloud to them.

How are you to spare the half hour? You do not spare it; it is your regular reading period. Most teachers spend at least an hour a day in taking reading lessons with all groups. In the directed reading period each of three groups may have three quarters of an hour for free reading and fifteen minutes of training. Oral reading practise may be given in the speech training class and oral reading periods replace the Directed Silent Reading Period once a week.

The great difficulty is the lack of easy reading material for the different levels of ability. Easy reading matter in quantity and variety is what is required for reading practise and our money has been spent in buying thousands of copies of the same difficult readers instead of one copy each of thousands of different easy books. In the first place, any reader is more difficult to read than a continuous story of the same level. Each story has five or ten words which belong to it and are not found in other stories: the proper and common nouns, the verbs that tell that particular story. In a book, the five or ten special words carry the child through; in a reader there are fifty different stories and, therefore, fifty times five or ten special words to increase the word burden. In the second place, the readers authorized in Western Canada are, particularly from the second year on, very much too difficult

for the grades to which they are assigned. My School of Education class in Winnipeg, this past summer, graded the Highroads Readers according to the Washburne Grading Scale, which shows the second reader to be suited to grade five; the fifth reader to grade ten and the others in proportion. Further checking of these gradings and tests of the validity of the scale are under way, but there appears to be no doubt that our readers are at least two grades too difficult to provide the easy, independent reading practise that the pupils need. It is suggested that for this purpose the teacher should raise the readers one or two grades in the scale till she finds a place where the pupils can read them independently with pleasure. According to Dr. Quance's investigation the first third of the second reader is fifty per cent harder than the middle third and the middle third fifty per cent harder than the last third; it is suggested, therefore, that with this book the pupil should begin to read at the end and proceed towards the beginning.

Raising the readers a grade or two leaves the primary division with little or no reading matter until suitable supplementary material can be secured. To supply this lack, primary teachers will find the Children's Magazine, Primary Section, edited by Miss Olive Fisher of the Calgary Normal and published by the Institute of Art, Edmonton, invaluable. In this publication, Miss Fisher has surpassed herself. Nothing like it is published anywhere. With thirty-two pages of easy, interesting, correctly graded material each month, no primary teacher need be without suitable reading matter for her class. The subscription is one dollar a year for one copy, and cheaper for several copies going to one school.

If the editor can find space, suggested exercises for training lessons in the different divisions and for the treatment of those who have serious reading disabilities will follow in an early number.

TEACHERS!

Our new 1938 Catalog will be mailed to you in care of the secretary of your school so please ask him for your copy and if you cannot secure it then please write us for one.

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DEPARTMENT OF EXTENSION
University of Alberta
Edmonton

Teachers' Helps Department

Edited by W. D. McDougall, B.A., Normal Practice School, Edmonton

It is essential that each pupil shall be afforded an opportunity to progress in the skills at as rapid a rate as he himself can set. No pupil should be required to proceed at a rate set by the weaker pupils of the class. To this problem of individualizing instruction in the skills Miss Ricker makes a most opportune contribution. She spent last summer in the Winnetka Schools and has since done some interesting work in Grades V and VI in the Normal Practice School, Edmonton.

Through the courtesy of the Edmonton Public School Board we are permitted to reproduce test material used in the schools of the capital city. In each case the city median class score has been given. The pass standards for individual pupils is, of course, appreciably lower.

It is suggested that, in order to evaluate pupil progress, the following tests be given in September and again in June.

Unfortunately we cannot reproduce the Thorndike-McCall Reading Scale. This test is protected by copyright, and is published by Teachers College, Columbia University, New York.

There is no Edmonton test in Arithmetic available, with standards for Grade III. However, the following questions may be considered typical for grading purposes and can be added to by the teacher:

$$\begin{array}{r} 69 \\ 44 \\ 32 \\ 76 \end{array} \quad \begin{array}{r} 746 \\ 389 \\ 576 \end{array} \quad \begin{array}{r} 942 \\ -796 \\ \hline \end{array} \quad \begin{array}{r} 986 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 4 \overline{)742} \end{array}$$

And for problem solving: Your father's car is travelling at 35 miles per hour. How far will it travel in 4 hours?

As the Social Studies content will vary from grade to grade and school to school, according to the enterprises developed, it is not possible to include a test in this subject.

ARITHMETIC TEST

GRADE II

1. Add.

$$\begin{array}{r} 14 \\ 5 \end{array} \quad \begin{array}{r} 32 \\ 6 \end{array} \quad \begin{array}{r} 26 \\ 4 \end{array} \quad \begin{array}{r} 65 \\ 3 \end{array} \quad \begin{array}{r} 47 \\ 0 \end{array} \quad \begin{array}{r} 33 \\ 7 \end{array} \quad \begin{array}{r} 11 \\ 2 \end{array} \quad \begin{array}{r} 20 \\ 9 \end{array} \quad \begin{array}{r} 82 \\ 8 \end{array} \quad \begin{array}{r} 34 \\ 3 \end{array}$$

2. Add.

$$\begin{array}{r} 2 \\ 3 \\ 2 \\ 3 \end{array} \quad \begin{array}{r} 13 \\ 45 \\ 21 \end{array} \quad \begin{array}{r} 104 \\ 175 \end{array} \quad \begin{array}{r} 132 \\ 7 \\ 50 \end{array} \quad \begin{array}{r} 45 \\ 34 \end{array}$$

3. Subtract.

$$\begin{array}{r} 16 \\ -2 \end{array} \quad \begin{array}{r} 28 \\ -5 \end{array} \quad \begin{array}{r} 39 \\ -3 \end{array} \quad \begin{array}{r} 17 \\ -4 \end{array} \quad \begin{array}{r} 37 \\ -5 \end{array} \quad \begin{array}{r} 25 \\ -3 \end{array} \quad \begin{array}{r} 49 \\ -8 \end{array} \quad \begin{array}{r} 34 \\ -0 \end{array} \quad \begin{array}{r} 29 \\ -7 \end{array} \quad \begin{array}{r} 48 \\ -6 \end{array}$$

4. Subtract.

$$\begin{array}{r} 76 \\ -34 \end{array} \quad \begin{array}{r} 98 \\ -43 \end{array} \quad \begin{array}{r} 57 \\ -20 \end{array} \quad \begin{array}{r} 176 \\ -111 \end{array} \quad \begin{array}{r} 198 \\ -34 \end{array}$$

5. Count.

$$\begin{array}{r} 1, \\ 30, \\ 15, \\ 62, \\ 107, \end{array} \quad \begin{array}{r} 3, \\ 35, \\ 25, \\ 64, \\ 108, \end{array} \quad \begin{array}{r} \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \end{array} \quad \begin{array}{r} \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \end{array} \quad \begin{array}{r} \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \end{array} \quad \begin{array}{r} \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \end{array} \quad \begin{array}{r} \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \end{array} \quad \begin{array}{r} \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \end{array} \quad \begin{array}{r} \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \end{array} \quad \begin{array}{r} 19 \\ 75 \\ 95 \\ 80 \\ 116 \end{array}$$

6. One dozen is _____.

$\frac{1}{2}$ dozen is _____.

1 quart is _____ pints.

1 foot is _____ inches.

A quarter is _____ cents.

7. (a) Mary is 7 years old, Jack is 2 years older. How old is Jack?

(b) Betty's doll is 8 inches high, Jean's is 3 inches shorter. How tall is it?

(c) Ruth has 25 cents in her bank. Dad gave her 5 cents which she also put in. How much is in it now?

(d) Yesterday Jane read 16 pages of her book and today 22 pages. How many pages did she read both days?

(e) Tom had 39 marbles. He lost 6. How many has he left?

8.



Put an X on the seventh ball.

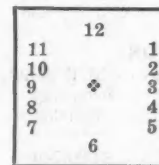
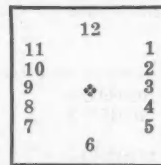
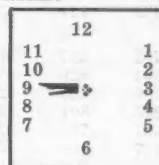
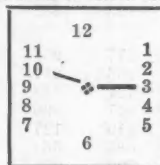
Put a ring around the fourth ball.

Put a line under the sixth ball.

Color the second ball black.

Color half of the eighth ball.

9. What time is it on each of these three clocks?



City Median 86.2%.

Range 65-100%.

Pass Mark 56%.

Draw 4:00 o'clock

Draw a quarter after

3 o'clock

Addition—3 Minutes

554	826	671	956	217	126	794	897
406	623	924	421	748	731	784	577
245	891	419	947	896	197	178	014
364	703	922	319	127	479	458	167
227	169	156	685	664	467	993	839
558	392	316	790	969	940	323	551
773	985	962	173	725	641	245	205
219	302	223	238	143	358	349	223

City Median: Attempts 8.5; Accuracy, 87.5%

Subtraction—3 Minutes

3795	8235	10782	9931	15269	5033	15897	6126
2391	5844	6272	7490	8361	2416	9306	2303
8708	7301	9398	4311	11003	3860	16315	9567
2020	3266	5878	3938	1346	2849	7106	7255
16755	7586	14954	5448	12097	8439	11585	5783
9053	3861	9247	1259	7818	3045	9086	3147

City Median: Attempts 13.5; Accuracy 90.0%

Multiplication—3 Minutes

7483	3965	3478	4397	5728	6529	2694	3758	5268
5	3	7	6	2	8	4	6	5
2847	9643	5837	9752	7284	4962	6359	4693	9274
9	7	4	2	3	2	8	3	9

City Median: Attempts 10; Accuracy 88.0%

Division—3 Minutes

3)14041	7)54512	4)54800	6)30340	9)18888	2)383210
5)7240	8)24940	2)17982	5)23354	3)51403	4)28269

City Median: Attempts 7.0; Accuracy 80.0%

Addition—Grades VI to VIII

(Grade V does separate test in addition)

You will have EIGHT minutes to work at these questions.

411	927	116	657	262	772	824	255
973	359	480	582	789	587	877	316
469	786	958	809	573	198	955	864
123	897	546	573	361	309	691	969
633	954	963	328	238	460	168	645
789	150	594	341	133	255	744	339
255	894	257	956	569	931	793	855
121	945	602	742	692	625	288	621
415	134	269	355	592	832	275	223

486	523	734	586	737	682	374	634
853	288	267	210	547	468	748	748
717	962	517	733	385	226	785	485
220	539	344	549	388	741	191	229
966	994	847	999	556	817	487	867
361	233	659	743	103	262	676	424
415	349	321	158	445	453	643	372
943	676	755	416	790	939	154	688
239	124	533	123	432	550	159	494
782	237	885	277	958	662	347	334
554	826	671	956	217	126	794	897
406	623	924	421	748	731	784	577
245	891	419	947	896	197	178	014
364	703	922	319	127	479	458	167
227	169	156	685	664	467	993	839
558	392	316	790	969	940	323	551
773	985	962	173	725	641	245	205
219	302	223	238	143	358	349	223

SUBTRACTION

You will have FOUR minutes to work at these questions.

134937167	92754808	102089429	99843978
90271797	27349660	16915390	23160727
155126700	84486740	145926911	73219420
63087381	48207825	55536329	45049178

116236772	80630168	144463018	107419372
52160891	63164829	73098644	45328405
37953235	107827931	152695033	158976126
23915844	62729490	83612416	93060303
87087301	93984311	110032860	163150567
20203266	58783938	13463849	71067255
167553586	149545448	120973439	115855783
90537861	92471259	78188045	90863147

CITY MEDIAN

Addition		Subt.		Mult.		Div	
V	Ats. Acc.	Ats. Acc.	Ats. Acc.	Ats. Acc.	Ats. Acc.	Ats. Acc.	Ats. Acc.
VI	12. 77	10 80	8.5 75	6 77	7.5 76	6 77	7.5 76
VII	12.5 75	12.5 80	10 72.5	7 73.5	7 73.5	7 73.5	7 73.5
VIII	14.0 77	13.5 81	11 75.0	8 75.0	8 75.0	8 75.0	8 75.0

Multiplication

You will have SIX minutes to work at these questions.

7483	3965	3478	4397	5728
85	93	27	46	62
6529	3758	5268	2847	2694
48	63	75	92	64
9643	5837	9752	7284	4962
37	84	26	39	58
6359	4693	9274	6834	8725
28	74	49	56	95
8356	8426	2596	7952	9573
73	59	82	38	57

Division

You will have EIGHT minutes to work at these questions

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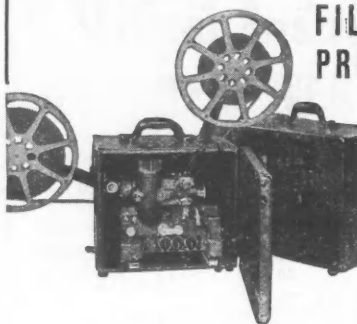
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Addition—Grade V

You will have FOUR minutes to work at these questions. You will work carefully and steadily. You are not expected to be able to do them all. Remember, the most important thing is to have your answers right.

469	786	958	809	573	198	955	864
123	897	546	573	361	309	691	969
633	954	963	328	238	460	168	645
789	150	594	341	133	255	744	339
255	894	257	956	569	931	793	855
<hr/>							
121	945	602	742	692	625	288	621
415	134	269	355	592	832	275	223
486	523	734	586	737	682	374	634
953	288	267	210	547	468	748	748
717	962	517	733	385	226	785	485
<hr/>							
220	539	344	549	388	741	191	229
966	994	847	999	556	817	487	867
361	233	659	743	103	262	676	424
415	349	321	158	445	453	643	372
943	676	755	416	790	939	154	688
<hr/>							
239	124	533	123	432	550	159	494
782	237	885	277	958	662	347	334
554	826	671	956	217	126	794	897
406	623	924	421	748	731	784	577
245	891	419	947	896	197	178	014
<hr/>							
364	703	922	319	127	479	458	167
227	169	156	685	664	467	993	839
558	392	316	790	969	940	323	551
773	985	962	173	725	641	245	205
219	302	223	238	143	358	349	223

City Median: Attempts 10.5; Accuracy 87.0.

ARITHMETIC REASONING—IV to VIII

Time: 30 minutes

- A merchant received 91 sticks of candy. If he sold 37 of them, how many had he left?
- Mary bought a book for 7 cents and had 9 cents left after buying the book. How much money did she have at first?
- Find how much rent a man pays in one year, if he rents a house at \$45 per month.
- A plumber works 8 hours on Monday, 7 hours on Tuesday, 3 hours on Wednesday and 6 hours on Thursday. Find how much he earns at \$1.30 per hour.
- Find the cost of one apple if 9 apples sell for 63 cents.
- A farmer raised 32 bushels of wheat per acre on a field of 7 acres. How much did he get for it at 60 cents per bushel?
- Find the cost of 11 lbs. of coffee, if 7 lbs. cost \$2.31.
- In an orchard there are 8 rows of trees with 9 trees in each row and 3 rows with 7 trees in each row. How many trees are there in the orchard?
- Find the cost of a load of coal weighing 8,500 lbs. at \$6.00 per ton.
- At 80 cents per lb., how much will 7 oz. of tea cost?
- A grocer sells \$4.34 worth of raisins at 7 cents per lb. out of a box which contained 110 lbs. How many lbs. had he left?
- A garden is 33 ft. long and 27 ft. wide. How many square yards are there in the garden?
- A carload of potatoes cost \$1,300 and was sold at a gain of 12%. Find the selling price.
- A grocer bought a load of potatoes for \$18 and sold them for \$22.50. If his gain was 15 cents per bushel, find the number of bushels purchased.
- Corn is purchased at \$1.50 per doz. tins and sold at 16 cents per tin. Find the rate of gain.
- The cost of 70 cases of apples is \$126 and the cost of 80 lbs. of tea is \$57.60. Find the total cost of 3 cases of apples and 5 lbs. of tea.
- A merchant buys $2\frac{2}{3}$ of a doz. of books at \$18 per doz. Find the total selling price if he gains 75 cents apiece.
- If $3\frac{3}{4}$ tons of coal cost \$6-3/7, find the cost of 4-1/3 tons. Answer as a mixed number.)
- John had 95 cents left after he had spent $1\frac{1}{5}$ of his money on candy and $1\frac{1}{6}$ of it for peanuts. How much did he have at first?

- Goods sell for \$406 when a gain of 16% is made. Find the cost.
- A man sells a carload of butter for \$782, losing 8%. Find the cost.
- A man sells two horses for \$96 each, the one at a gain of 20% and the other at a loss of 20%. Find his gain or loss on the two.
- A house cost \$6,000 and rents for \$50 per month. Taxes are \$150 per year, insurance \$35 per year and repairs and other expenses \$55 per year. Find the rate of interest the owner makes on his investment after paying all expenses.
- A merchant buys 200 cases of apples at \$1.80 per case. He sells 150 cases at \$2.10, 45 cases at \$2.20 and the rest are frozen and must be thrown away. Find his rate of gain on the transaction.
- A man buys a house for \$3,000 and agrees to pay \$300 on the principal at the end of each year and also interest in full at 5%. Find the payment made at the end of the third year.

CITY MEDIANS

IV—6.5	VII—13.0
V—9.5	VIII—15.0
VI—11.7	

SPELLING LIST

Grades IV to VIII

- | | | |
|-----------------|--|--------------|
| 1. is | The apple is red..... | is. |
| 2. now | Now is the time to play..... | now. |
| 3. you | You must be quiet..... | quiet. |
| 4. all | All the boys are here..... | all. |
| 5. must | You must recite today..... | must. |
| 6. come | Come with me..... | come. |
| 7. door | Close the door..... | door. |
| 8. yard | This stick is a yard long..... | yard. |
| 9. got | I got a new hat yesterday..... | got. |
| 10. blow | Blow out the light..... | blow. |
| 11. cast | Cast aside your worries..... | cast. |
| 12. blue | Her eyes are blue..... | blue. |
| 13. eye | My eye hurts..... | eye. |
| 14. they | They will be waiting..... | they. |
| 15. able | He is able to be out..... | able. |
| 16. dash | He made a dash for the door..... | dash. |
| 17. begun | Have you begun your work..... | begun. |
| 18. stood | He stood erect..... | stood. |
| 19. offer | I made them a good offer..... | offer. |
| 20. rule | What rule did you use..... | rule. |
| 21. aboard | He is now aboard the ship..... | aboard. |
| 22. district | It happened in your district..... | district. |
| 23. navy | I want to join the navy..... | navy. |
| 24. beautiful | What a beautiful tree!..... | beautiful. |
| 25. trouble | Keep out of trouble..... | trouble. |
| 26. period | Every period is filled..... | period. |
| 27. connection | There is no connection here..... | connection. |
| 28. wear | Wear your new uniforms..... | wear. |
| 29. machine | The machine is broken..... | machine. |
| 30. secure | The fastenings are secure..... | secure. |
| 31. total | What is the total score?..... | total. |
| 32. difference | There is little difference..... | difference. |
| 33. official | He is the best official we have..... | official. |
| 34. accept | I will accept your offer..... | accept. |
| 35. various | I have various kinds of candy..... | various. |
| 36. assure | I will assure him of his safety..... | assure. |
| 37. expense | You have been an expense to me..... | expense. |
| 38. testimony | His testimony could not be shaken—testimony..... | testimony. |
| 39. coarse | This material is coarse..... | coarse. |
| 40. independent | He is independent..... | independent. |
| 41. athletic | She is athletic..... | athletic. |
| 42. bicycle | I have a new bicycle..... | bicycle. |
| 43. convenient | It will be convenient for me..... | convenient. |
| 44. exquisite | The trimmings are exquisite..... | exquisite. |
| 45. orchestra | The orchestra played several times..... | orchestra. |
| 46. thoroughly | I am thoroughly displeased..... | thoroughly. |
| 47. cemetery | Let's go to the cemetery..... | cemetery. |
| 48. tortoise | The tortoise lives on land..... | tortoise. |
| 49. appropriate | Congress will appropriate large sums..... | appropriate. |
| 50. proficiency | His proficiency was remarkable..... | proficiency. |

CITY MEDIANS

IV—28
V—32.5
VI—40
VII—43
VIII—46.3.

Individualized Instruction

MISS M. B. RICKER,

Normal Practice School, Edmonton

The objectives which progressive educational effort hopes to attain may be summarized as the development of:

1. Intelligent thinking.
2. Social concern.
3. A rich many-sided personality.
4. Mastery of skills for social participation.

It is generally agreed that all materials and methods should be subservient to these ends. In the adoption of the Enterprise System in Alberta we have gone a long way towards achieving three of these goals.

Learning experiences provided under the new system are making children's minds more alert; the need for continual problem-solving is resulting in more intelligent thinking than under the old "rote system". Carefully chosen experiences provide opportunities for character growth through response to stimuli in the environment. In working in groups toward a common goal, children see the need for interdependence and harmonious co-operation. Through living experiences they are becoming more socialized. No longer hampered by a narrow, circumscribed course, teachers are doing more exploratory work. Creative expression is becoming more general. Children of superior ability develop their special aptitudes while those of less ability receive encouragement in the discovery of some particular line of endeavor along which they may be successful. There is no doubt about the Enterprise providing a broader, more enriching type of learning.

To attain the fourth goal further reform is needed. The Enterprise provides motivation and practice in the use of the skills but further instruction is required for mastery. The old "lockstep method", in addition to requiring too much time,

resulted in discouragement and poor study habits. The learning of the skills is not a socializing process. The sooner the learner becomes proficient in their use, the sooner he will become a useful member of society. The two aims, then, to be kept in mind in the teaching of the skills are, (1) efficiency, and (2) economy of time.

When striving to realize these aims, allowance must be made for individual differences and mental readiness. Some scheme, also, must be devised for sustaining interest so that the learning will be self-purposive. Individualization seems to be the only answer and the more we can individualize our programmes, the more chance we shall have to attain desirable objectives. Just to what extent instruction can be individualized in large classes with little self-instructive material is difficult to say, but it would seem that some adaption might be made in every class room by proper grouping, if complete individualization is impossible.

Perhaps the most widely known and most successful system of individualized instruction is that carried on at Winnetka, Illinois, under the dynamic leadership of Carleton Washburne, who grew up under the influence of Harris and Dewey and later worked with Burk in California. In the Winnetka Schools a very thorough technique was evolved and a vast amount of material prepared. Individualization is only one important phase of the system, but a very important one, since such a saving of time is effected that a whole half-day can be given over to socialized activities.

The advantages of the Winnetka plan are:

1. It is time-saving. Only those who need the extra practice get it. Others in the class may improve another skill or work on creative activities.
2. It is thorough. The teacher learns the weaknesses of each child and can apply remedial measures.
3. There is no competition. Each is interested in his own progress.



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4. There are no failures. Each is successful so long as he is measuring up to his own ability.

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6. Habits of industry are established.

7. More time is free for socialization and personality development.

The Winnetka plan to be implemented successfully demands certain preparatory investigations and much new material:

1. Choice of material—only that which is of functional value. (This does not mean that only bare essentials should be taught; pupils who have a special flare for a particular subject should be encouraged to continue.)

2. Organization of material into units or goals with delimiting critens.

3. Self-instructive material.

4. Differentiated practice.

5. Practice tests with self correction.

6. Final tests by the teacher.

7. Diagnostic tests with answers keyed to further practice exercises.

8. Teachers' record books in which individual progress is checked.

9. Pupils' goal cards in which the teacher marks progress when goals are completed.

All this preliminary preparation looks discouraging and it would seem a hopeless task in our schools to attempt any plan of individualization under existing conditions. However, some of our texts are self-instructive; certain sections of these may be used. Some prepared material may be bought at the beginning and, if care is taken in planning all practice and test exercises, gradually over a period of years a workable program may be built up.

The plan outlined below is not presented as a model for an individual or group program but it does describe an attempt that was made to adapt procedures to individual differences in the hope that results would bring about the realization of the aims set forth—economy of time without loss of efficiency.

An arrangement was made in September, in the Normal Practice School, whereby the girls of Grades V and VI could work together for forty minutes twice a week while the boys were taking Physical Training. The boys had the same opportunity during the girls' Physical Training period. The groups were very unequal, there being forty-four girls and only nineteen boys. The boys, of course, had the advantage, for more individual attention could be given them. Having the two grades together made it possible for the fifth grade pupils to advance to the sixth grade standard and the sixth grade pupils to more than cover the work required for that grade.

Eleven self-instructive Language books, enough to serve twenty-two pupils and a set of Accuracy and Speed Practice sheets were obtained from the Winnetka Publishing Company. During the forty minute period, half of the class worked on Accuracy while the other half worked at Language. When a Language test was completed satisfactorily, and marked by the pupil, a real test was given and marked by the teacher. The Accuracy tests were three-minute tests, standardized for Grades IV, V, and VI so that the child could

measure his own achievement. Progress was tabulated in the teachers' Record Book.

Although in this first year of experimentation, the children kept no completed record of their progress, it seems quite essential that the child should see the measure of his proficiency and know toward what end he is driving; therefore, it is planned that another year, each child will have a card on which the goals will be marked by the teacher as they are completed. A criticism might be made of this practice on the grounds of working for a false incentive but there are few adults who reach success without a goal in mind. Children will submit to a great deal of pressure, when self-initiated, toward a certain goal and, therefore, greater effort is made and greater progress results.

Individual and group periods throughout the day appear on the Time-Table under different headings, as:

9:00- 9:40—Individual Progress (Language Essentials and Accuracy)

1:30- 1:50—Remedial Instruction and Library Reading.

10:20-10:40—Spelling Practice.

3:00- 3:20—Remedial Reading.

Altogether, each day, an hour and a quarter was spent by pupils working individually or in small groups. The content material covered during the course of the investigation included the following specific topics:

Language—

Capitalization, punctuation, contractions, quotations, possessives, paragraph form, letter forms. Sentence improvement, paragraph construction, correct usage and enough formal grammar to show the bearing grammar has on correct speech are covered in the lesson period. Practice and final tests are prepared. The satisfactory completion of these exercises and tests means the child has attained his grade standard.

Accuracy—

Addition, subtraction, multiplication and division facts, column addition, subtraction, multiplication and division, long and short. Decimals—the four processes. Decimal short cuts. Simple percentage. (These are simpler than those in use in Alberta, with every day usage processes emphasized, and much practice is given with dollars and cents.)

When a satisfactory standard is reached on these tests, transfer is made to Alberta forms.

Arithmetic—

In General Progress (application to problem work) no attempt was made at the beginning of the year toward individualization, partly because of lack of material and partly because it was felt that much teaching through a functional setting was necessary and this can better be carried on in the large group. Exposure to the topic by all pupils early in the year seems to be a good practice. The higher group may then be carried on by the individual method later in the year, while the lower group receives further instruction.

Remedial Instruction and Library Reading—

Assistance is given to individuals in any subject where special help is needed, while others in the class are engaged in library reading.

Each child had a card on which he wrote the name of each book read, the date started and the date completed. When he completed the book he took the question card and handed in the written answers. At the end of the year the teacher had a record of each child's reading and also a good deal of information as to the suitability of the books for class use.

From time to time pupils wrote book reviews, gave oral reports on the books or read short selections from any book which they liked. This practice resulted in more comprehensive reading and encouraged broader reading by others in the class. Some assistance was often necessary in the choice of a book in order that the child might not become discouraged by attempting to read a book which was too difficult.

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Spelling Practice—

A general list was given at the beginning of the year. Those who made a satisfactory standing worked on an advanced list during the Spelling period. On Friday they wrote words covered in this list as well as the regular grade words. Pupils pre-tested and tested each other.

A pre-test of Grade VI words was given on Monday after an opportunity was given for pre-view in order that the meaning of each word might be understood. Errors which were made became the child's individual study list. These words were studied on Tuesday and Wednesday and dictated by a partner on Thursday. A very poor speller was put in charge of a pupil in the high group. On Friday all the words were given in review. Any errors in this list were written on the individual's Spelling card, which each child was expected to work on during the week. Each day the error was spelled correctly, a letter was crossed off the word. When all letters were crossed out, it was understood the word had been learned and that the teacher might test.

When a definite block of words had been completed in this way a review was given. Results were tabulated in the teacher's record book and those making 100 per cent did not take the list again.

Remedial Reading—

Twenty minutes were taken off the Activity period for reading practice with a small group. It was felt that unless children could read with understanding and with some degree of speed, not much could be accomplished in the way of collecting information for Enterprise work.

Material published by "The Expression Company" and obtained through Osborne's of Calgary was used for this work. The Grade V and VI book is called "Exploring Today", but "Far Horizons Readers" and "Fact and Story Readers" also provide excellent practice material.

What has been accomplished? About 25 per cent of the pupils attained the standard set for the succeeding grade. It may be possible to afford such pupils an opportunity to complete the work of two grades during the coming year. This attainment was secured without any undue and protracted effort on the part of the pupils, all of whom were able to devote more than the average amount of time to the enterprises. An additional 50 per cent of the pupils attained their grade standard without undue effort, while the remaining 25 per cent received the additional training in the skills needed for effective participation in the socializing activities of the enterprises.

When working as an individual, not competing with anyone, each pupil could feel a definite thrill following successful achievement. If, as Burnham says in *The Normal Mind*, "It is the business of every teacher to see that every child, at some time, in some way, achieves a marked success," then this study indicates one way in which such a desirable end may be attained.

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Decide which one of the four this is, and then write it on a test paper after the number of the exercise.

1. He wishes you to **DESIST**. (go away, be less worried, be more firm, stop)
2. **CO-OPERATION** won the day. (determination, working together, hard labor, a large firm)
3. She was their **CHEF**. (cook, chauffeur, porter, chief)
4. He was sent home to be **CHASTISED**. (excused, paid, rewarded, punished)
5. They were **CHAGRINED** by the incident. (amused, mortified, excited, angered)
6. That man is a **CELEBRITY**. (criminal, famous man, drunkard, bachelor)
7. They were very **DESPONDENT**. (determined, thoughtful, discouraged, hopeful)
8. The **IMPETUS** of his rush. (result, pain, effect, force)
9. The building was **ILLUMINATED**. (furnished, famous, lighted, destroyed)
10. The **FRACAS** caused much excitement. (accident, story, disturbance, quarrel)
11. He is a **GARRULOUS** person. (talkative, famous, kind-hearted, stylish)
12. He is most **FRUGAL**. (jealous, economical, unhappy, cold)
13. She was overwhelmed by the **GRANDEUR** of the place. (lord, size, furniture, greatness)
14. The **CONFLAGRATION** did much damage. (earthquake, fire, accident, air raid)
15. There was a very evident **DISSIMILARITY**. (peculiarity, resemblance, disappointment, difference)
16. The boy **DOFFED** his hat. (lost, removed, tore, offered)
17. The **ECCENTRICITIES** of some people. (peculiarities, actions, stories, clothes)
18. She told him to be **EXPLICIT**. (prompt, quiet, definite, resigned)
19. His **HUMILITY** astonished everyone. (kindness, humor, appetite, meekness)
20. He was told that it was a **HAZARDOUS** undertaking. (risky, terrifying, interesting, profitable)
21. The reply was **FINAL**. (conclusive, tiresome, accurate, fine)
22. In times of **ADVERSITY**. (excitement, trouble, danger, prosperity)
23. He did not **REFER** to me. (call, beckon, whisper, allude)
24. Strange **APPAREL**. (appearance, dress, manners, automobiles)
25. That is an excellent **BEVERAGE**. (opportunity, tool, story, drink)
26. Her cheeks **BLANCHED**. (reddened, paled, blushed, twitched)
27. He mentioned it **CASUALLY**. (as usual, incidentally, scornfully, enthusiastically)
28. The insects will be **EXTERMINATED**. (elected, expelled, examined, destroyed)
29. Her **INFANCY** was unhappy. (family, career, childhood, child)
30. There are **INNUMERABLE** stars. (brilliant, countless, bright, several)
31. I shall **WHET** my appetite. (ruin, increase, satisfy, lose)
32. They did not **UTTER** a syllable. (speak, hear, stammer, mispronounce)
33. He has a license to sell **VICTUALS**. (drugs, food, liquor, vegetables)
34. He was interested in **RURAL** scenes. (country, exciting, pleasant, romantic)
35. They have **RENOVATED** the house. (repaired, sold, destroyed, removed)
36. The road is **PRECIPITOUS**. (winding, rough, steep, smooth)
37. They kept it in a **PHIAL**. (box, bank, drawer, small bottle)
38. Do not let that **OCCUR** again. (get lost, break, happen, disappear)
39. The **OMEN** was a good one. (name, opportunity, prayer, sign)
40. He is a man of **INTEGRITY**. (ability, wealth, honesty, influence)
41. He lost his **LEXICON**. (opportunity, influence, dictionary, Bible)
42. I am **UTTERLY** weary. (never, often, sometimes, completely)
43. Cows grazed in the **VERDANT** meadow. (sunny, pleasant, fertile, green)
44. The fruit was **SUCCULENT**. (juicy, fresh, sour, sweet)
45. They were defeated in a **SUBSEQUENT** game. (exciting, rough, following, postponed)
46. He was required to **RETRACT** his statement. (withdraw, explain, repeat, repent)
47. We **FLODD** through the soft sand. (skipped, trudged, danced, raced)
48. He is a **PHYSICIAN**. (doctor, scientist, electrician, astronomer)
49. He used an **OBSOLETE** word. (indecent, misspelled, difficult, antiquated)
50. Unemployment is a serious **MENACE**. (situation, threat, problem, disturbance)
51. The answers are **APPROXIMATELY** the same. (really, exactly, nearly, evidently)
52. The work is **ARDUOUS**. (hot, difficult, interesting, dangerous)
53. He is an **ATTORNEY**. (judge, criminal, lawyer, policeman)
54. His **AUDACITY** surprised everyone. (dishonesty, greed, boldness, skill)
55. It was an **AUTHENTIC** account of the accident. (exciting, dull, vivid, reliable)
56. He did not **EXULT**. (depart, return, rejoice, recover)
57. There was every **FACILITY** for doing the work. (need, incentive, opportunity, convenience)

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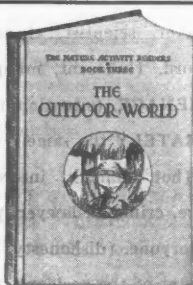
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58. He retorted **FLIPPANTLY**. (angrily, fluently, impertinently, distinctly)
59. He gave a **CANDID** reply. (angry, brief, frank, indistinct)
60. That is a **DEFECT**. (disease, disturbance, blemish, annoyance)
61. She has a **BRAZEN** manner. (bold, confident, angry, cheerful)
62. His **IRONY** made him famous. (strength, justice, humor, sarcasm)
63. The **MIMIC** amused everyone. (dwarf, musician, imitator, child)
64. That is **QUAINT**. (expensive, unusual, antique, beautiful)
65. He will **REMUNERATE** them. (scold, reward, remind, discourage)
66. He made some **PERTINENT** remarks. (rude, shocking, appropriate, sensible)
67. They **JEERED** him. (mocked, pleased, excited, cheered)
68. He prepared a **PAMPHLET**. (lecture, letter, sermon, little book)
69. The jelly is **OPAQUE**. (delicious, indigestible, not transparent, expensive)
70. The evening was **MURKY**. (clear, dark, rainy, cool)
71. During the questioning, he remained **MUTE**. (standing, silent, observant, uninterested)
72. There was the most **MEAGRE** equipment. (expensive, rare, scanty, unusual)
73. The **RESIDUE** was destroyed. (food, money, receipt, remainder)
74. His **SAGACITY** won him renown. (skill, wisdom, wit, wealth)
75. They went on **SUCCESSIVE** days. (sultry, pleasant, consecutive, week)
76. They **THWARTED** the efforts of their parents. (appreciated, understood, foiled, assisted)
77. The **SQUALOR** of the neighborhood was unimaginable. (poverty, filth, happiness, wealth)
78. They were living in a **SPACIOUS** apartment. (unfurnished, large, gloomy, well furnished)
79. He gave them a feeling of **SECURITY**. (danger, safety, illness, disappointment)
80. The lines had no **RHYTHM**. (meaning, meter, rhyme, beauty)
81. He **QUELLED** the disturbance. (planned, suppressed, incited, disapproved of)
82. He is guilty of **LARCENY**. (cheating, stealing, speeding, lying)
83. His **RAILLERY** amused his friends. (appearance, story, scolding, banter)
84. Everyone **LAUDED** him. (laughed at, praised, cheated, excited)
85. In the **WANING** years of life. (early, joyous, youthful, declining)
86. In days of **TRIBULATION**. (excitement, peace, happiness, distress)
87. **TAWNY** fur. (valuable, short, brownish, grayish)
88. A **TEMPORARY** arrangement. (satisfactory, tempting, inconvenient, not permanent)
89. His reply was **TERSE**. (unkind, foolish, impudent, brief)
90. His friends call him a **SKEPTIC**. (wise man, great scholar, doubter, a financier)
91. The building was **RAZED**. (erected, torn down, burned, injured)
92. The horse was **RESTIVE**. (sold, uneasy, eating, valuable)
93. A **RETICENT** person. (impolite, poor, rich, reserved)
94. They were said to have been **TRADUCED**. (executed, injured, slandered, benefited)
95. He was in a **REVERIE**. (hole, fit, daydream, restaurant)
96. The firemen may **RESUSCITATE** him. (rescue, reward revive, recognize)
97. He **QUAILED**. (lost courage, went hunting, wept, shouted)
98. It was an **AZURE** sky. (starry, cloudy, blue, clear)
99. It is a **BENEVOLENT** institution. (charitable, efficient, spacious, ancient)
100. It **BEHOOVES** us to hurry. (exhausts, hurts, pays, excites)

(Standard for Grade IX, 64.6: average number of correct responses.)



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THE RYERSON PRESS

LOCAL NEWS and Local Meetings

NOTICE TO SUB-LOCAL SECRETARIES

Kindly send to the Alberta Teachers' Association the slate of officers for the 1938-39 school term, including the name of the President, Vice-President, Secretary, Treasurer, and Press Correspondent.

ATHABASCA

At the meeting on April 9th arrangements were made to hold a Sports' Meet for the schools of this local in Athabasca on May 24. An entrance fee of five dollars was to be exacted from each school entering.

On May the 14th another meeting was held to arrange for exact details of the Sports' Meet. It was decided that ribbons for prizes be printed. Also that two shields be awarded, one for the Rural School with the highest number of points and one for the Town room with the highest number of points. Two cups were to be given, one to the boy with the highest number of points and one to the girl with the highest number of points. A cup was donated by Mr. Harry Kostash for the soft-ball competition among the Rural Schools. Medals were also to be awarded to the girl and boy in each class with the highest number of points.

The Sports' Meet on the 24th of May started at ten o'clock in the morning with the weighing of all competitors so that they would be in the correct class. The events ended about 8 o'clock in the evening. Room 4, Athabasca School, won the shield for the Grand Aggregate for Town Rooms, and Grosmont School won the shield for the Grand Aggregate for Rural Schools.

Tawatinaw school was awarded the cup for the Soft-ball competition.

A dance was held in the evening after the Sports by the Sub-local.

BARRHEAD

The Barrhead Sub-local met at the High School on the 28th of May for their last meet-

ing of the term. Owing to the absence of both President and Vice-President the meeting was called to order by Miss Z. Zylenko. The six members present had an interesting open discussion on the Festival just ended and on the possibility of a more active sub-local, this coming school year. It was suggested that the members have a social evening after every (or every second) meeting to develop a feeling of fellowship.

As a finale for the ending school year it was decided to hold a teachers' weiner roast and picnic on the Pembina River on the 11th day of June. Each member was to bring one form of amusement for the evening. Members were allowed to bring a friend or own family. It was also agreed that Inspector and Mrs. Hollinshead be invited. The entertainment committee was to take charge of this social undertaking.

The meeting was adjourned with anticipations of a successful social event for arranged date.

BOYLE

The June meeting of the Boyle Sub-local was held in the Warren School, Boyle, on June 11. The A.T.A. meeting was preceded by a School Fair meeting, during which much business was discussed concerning the School Fair to be held in Boyle in September. We were pleased to learn that many generous donations have been received from various sources, to go as prizes for different classes of the Fair work. The exhibits this year will be displayed in two buildings—the Warren School being used for the first time as a display room, in addition to the Community Hall. Due to the keen interest being taken by parents and teachers in the Fair work, we are confident that the coming Fair will be an even greater success than before.

As Mr. Kostash was unable to attend our meeting, a general discussion was held by the A.T.A. members concerning the work of the different grades, especially the work of the Grade IX classes. The teachers were then invited to the home of Mr. and Mrs. McLean for refreshments and a social hour.

The May meeting of the Boyle Sub-local was held in the Warren School on May 14. After the

minutes of the last meeting were read, plans for the next meeting were discussed. It was decided that we ask Mr. Kostash to give us an address on the work being done in Enterprise and the New Course of Studies for the Intermediate School. A discussion of School Fair work followed. Then, Mr. Woods, who had been a delegate to Calgary gave us a very interesting talk on the Easter Convention. Lunch was served by the refreshment committee.

BRETON SCHOOL DIVISION

On June 11th the teachers of the Breton division for a radius of twenty-five miles met together for the purpose of holding a picnic at Battle Lake. During the day boating, fishing and hill climbing were very much enjoyed. The afternoon was "topped off" with a soft-ball game between the "Maples" and the "Grows". The "Mappies" won the "pie", the score being 22 to 8.

At lunch time Mr. Fox presented Mrs. Mealing with a lovely silver tray on behalf of the Thorshy Sub-local, in appreciation of her kind services during the year. In the evening after a most successful weiner roast, the happy crowd went their various ways homeward taking with them the thoughts of a very good time at our first annual picnic. It is hoped that in future we shall be able not only to close our year's work with a picnic, but also to open it by joining together in the fall of the year for another "big time".

BRUCE

The June meeting of the Bruce Sub-local took the form of a picnic on June 4. The teachers forgot impending exams in a lively and noisy softball game followed by the consumption of vast quantities of weiners, dill pickles and ice cream. The Association felt it was a fitting ending to a very successful year.

CAMROSE

Teachers of Camrose Division met in the hall of the Roman Catholic Church to hold the first Divisional rally since the inauguration of the

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SEPTEMBER, 1938

new system of divisions. Dinner began at 1:15, after the singing of "O Canada."

About 40 teachers and several guests sat down to a fine dinner served by the C.W.L. The meeting was opened by G. H. Lambert, president of the Divisional Executive.

A. A. Aldridge, principal of Bawlf school gave a very interesting report on the recent annual A.T.A. convention. He spoke of the fine spirit which pervaded the convention, of the progress being made by the profession generally. A short resume of the convention high-lights was given.

Following Mr. Aldridge's address there were two pleasing solos by Miss Joyce Roderick accompanied by Mrs. J. Appleby.

Mr. Powell from the Edmonton school staff spoke on the general topic of "Solidarity". He introduced his address humorously and an earnest plea was made by him for unity, loyalty and co-operation.

Two splendid readings were given by Mrs. H. N. Freeman, who always merits a warm welcome.

Mr. Lambert introduced Mr. H. D. Ainlay of the Edmonton school staff. Mr. Ainlay is well-known in educational circles as well as being active in progressive movements for social betterment in our country. He briefly outlined the work being done by the A.T.A. in Alberta to improve the teaching profession as well as the standards throughout the whole educational system. He paid high tribute to all those men and women, who, because of their vision and aggressiveness throughout the years, have been largely responsible for making the teaching profession something of which to be justly proud today. Such men as J. W. Barnett and others were mentioned.

Mr. Lambert proposed a vote of thanks to the ladies who had served such a delicious dinner. Mrs. Herman accepted the vote of thanks for the C.W.L.

L. W. Kunelius moved a vote of thanks to the Divisional executive for their efforts in providing a really fine program.

CAMROSE DIVISION No. 20

The teachers of Camrose School Division No. 20 met in the basement of the Catholic Church on June 19. The purpose of the meeting was to discuss important matters pertaining to the proposed salary schedule and to the allocation of teachers throughout the division. There were about fifty present including Mr. Raymond Shaul and Mr. Gerry from Edmonton. Representation over the division was good.

A committee was appointed to meet the Divisional board to discuss the following points: (1) Moving of teachers at the end of every three year period. (2) Leave of absence for improvement of qualifications. (3) Requests from teachers of the division regarding their present schools with respect to keeping them or moving to others. This committee met with the divisional board and received a sympathetic hearing. Although perfect agreement was not reached on

all points, still it was felt that the meeting with the Board had been quite satisfactory.

In order to reopen the question of Salary schedules, a special committee was appointed by a majority vote of the teachers of the division. This committee has met with the Board twice and the teachers feel that the results have been quite satisfactory. The former proposed schedule has been set aside for the time being. In the meantime teachers who are receiving less than the statutory minimum of \$840 are to be gradually brought up to this level as conditions will permit. The spirit existing between the Board and the teachers is felt to be one of understanding and co-operation and while such a spirit is maintained real progress will be made.

Thanks are due to those teachers who served on the first Salary schedule committee and to our two Edmonton visitors who ably assisted the teachers (in an advisory capacity) to carry on the business of the meeting.

Arrangements are being made for a Fall convention. Further news of this will probably appear in the early fall; so all teachers are urged to be on the alert.

CEREAL-CHINOOK

The last meeting of the Cereal-Chinook A.T.A. Sub-local was held May 7th at Hollywood School. Eleven teachers were present. Final arrangements were made for the elimination contest of the Musical Festival which is to be held in Chinook May 13. Plans were started for a Field Day to be held in the fall. Miss E. Duff of Myrtle School gave a report on the Easter Convention. Lunch was served at the home of Mrs. D. Smith.

CRAIGMYLE

The regular meeting of the Craigmyle Sub-local of the A.T.A. was held on May 14, in the Household Economics Room of the Craigmyle School.

The committee appointed to make arrangements for an Inter-School Sports' meet reported that the School Districts concerned preferred to have the Meet on September 9 when the School Fair will be held.

A set of Intelligence Tests for Intermediate Grades was ordered to be sold at cost to the neighboring School Districts. Mr. Barry and Mr. Dann delivered very interesting speeches on "Pericles and Early Greek Thought".

Mrs. C. Bell of the Craigmyle United Church Ladies' Aid served a delicious lunch.

CZAR

The regular monthly meeting of the Czar Sub-local was held at the home of Mrs. James Hobbs. The main business of the meeting was the Festival sponsored by the Sub-local. This Festival proved a huge success, as there was a very large entry, many from schools that, because of the handicap of transportation, had not taken part in previous festivals. The enthusiasm of the

parents was very marked, as capacity crowds filled the large community hall from early morning till midnight. Our next enterprise is the Organized Games Meet which has always produced a thrill packed day for both children and parents. Although these activities entail a considerable amount of labor, we feel fully repaid, in that they raise the prestige of the teachers and our Association.

DRUMHELLER

Between 40 and 50 teachers and their friends gathered in the K.F. Hall, Drumheller, on May 14th, for a banquet and social evening. Teachers were present from many parts of the Inspectorate.

Following a delicious dinner there was a very interesting and instructive program. President Gordon Taylor introduced the new A.T.A. Representative, Mr. F. J. Edwards of Wayne. Mr. W. E. Frame, Inspector of Schools, described the background and origin of our new Enterprise or Activity programmes. A solo by Miss M. Powell of Drumheller was enjoyed by all, after which a short speech by Mr. H. D. Ainlay of Edmonton absorbed the attention and interest of all the gathering. Mr. Ainlay dealt with the history, organization and progress of the A.T.A. in the past nineteen years. He stressed the A.T.A.'s motto the three S's, "Security, Standards, and Service." To finish the day dancing and cards were enjoyed by those interested, and everyone seemed well satisfied. We hope there will be more of these affairs soon, and that many more teachers will be able to attend.

FOREMOST

A meeting of the Foremost A.T.A. Sub-local was held on June 3. The meeting was opened with the president, Mr. C. Larson in the chair. The minutes of the last meeting were read and approved. This was followed by an explanation of the Field Day to be held on Monday, June 6. An election of officers for the following year took place. The following were elected:

President, Mr. R. L. Bruce, Foremost; Vice-President, Miss B. Parisel, Nemisam; Secretary-Treasurer, Miss C. M. Murray, Foremost; Press Correspondent, Mr. H. G. Conrad, Legend.

Mr. Folk distributed copies of a proposed salary schedule to be presented to the Divisional Board at their June meeting. This schedule was discussed and approved by the teachers. A fee of one dollar and fifty cents was set. One dollar of this amount was to be paid to the local and fifty cents to the sub-local. The business meeting was adjourned and was followed by tennis and lunch.

FORT SASKATCHEWAN

The April meeting of the Fort Saskatchewan Sub-local was held at the home of Mr. and Mrs. R. Dean of Josephburg. Eleven teachers were present. For to the business meeting plans were made for a rural track meet to be held at Josephburg. About eight schools are expected to participate.

Mr. Fenton gave an interesting report on the Calgary convention to which he went as a delegate. A delicious lunch was served at the close of the meeting, by Mrs. Deane.

GRANDE PRAIRIE

The regular monthly meeting of the Grande Prairie Sub-local was held at the Montrose School on May 7th. Miss Jean Huston, our delegate to the Annual Provincial Teachers' Convention at Calgary, gave a most interesting report of the meetings.

Procedure for the Annual Track Meet was discussed and it was decided that eliminations be held in Grande Prairie on May 14th. 22 rooms are to be represented in the meet being drawn from the following schools: Hermit Lake, Crystal Creek, Currie, Millarstone, Twilight, Percy, Grande Prairie Public School, Grande Prairie High School, Grande Prairie Separate School, Flying Shot and Five Mile.

INNISFAIL

The Innisfail Sub-local of the A.T.A. met in the Public School on May 21st. A report on the Provincial Easter Convention was given by Mr. T. Chute after which the guest speaker Mrs. N. M. Aylesworth of Red Deer gave a most interesting description of her trip last summer to McGill Summer School. This concluded the Local's meetings until the Fall term. The lady teachers served a dainty lunch to complete the afternoon's program.



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INNISFREE-RANFURLY

A meeting of the Innisfree-Ranfurly Sub-local of the A.T.A. was held in Ranfurly Senior room on March 12th, with ten teachers present. Miss Ingram was chosen as our delegate to the Easter Convention. A committee to attend to the business of a Track Meet to be held in May was chosen.

Following the business section of the meeting Mr. P. C. Thompson gave a very interesting illustrated talk on Art. The group then examined samples of intelligence, standard and educational tests which we had secured.

The regular meeting of the Innisfree-Ranfurly Local of the A.T.A. met May 14th, in Innisfree with the Vice-President in the chair. Further preparation for the track meet was dealt with, after which Miss Ingram, our Convention delegate gave a very interesting report of what had taken place at the Convention. Mr. H. Pshyk then gave us a very interesting talk on "How I Teach Writing." It was decided that the

last meeting would take the form of a picnic to be held at Holvick's Lake, on June 11, at the regular time. The committee in charge are Miss White, Mr. H. Pshyk, and Miss Bertwell. The meeting then adjourned.

The second meet of its kind to be held in this District was held in Innisfree on May 27th. There were eleven schools entered with entries which outnumbered those of last year. The cup for the highest individual aggregate went to Nick Sherbaty of Bruno School, and Victor Kusyk of Innisfree School, who tied for the honor. Each will hold the cup for six months.

Lorie won the cup for the one-roomed school with the highest aggregate; Lorie also won the Wild Fire cup, limited to schools in the Innisfree District. Ranfurly won the cup for two-roomed schools, while Innisfree School retained the cup for three-roomed schools.

MACLEOD

A meeting of the Macleod Sub-local of the A.T.A. was held in the Public School on the

afternoon of May 21st. There was a fair attendance and after dealing briefly with current business, the members were given a short paper on the events of the Calgary Local Convention by our delegate, Miss Hillier. This was well received, and then the members reviewed with interest the display of Art and Enterprise, exhibited by the Macleod staff of teachers. An enjoyable lunch was served and the meeting was adjourned.

MYRNAM

The regular monthly meeting of the Myrnam Sub-local of the A.T.A. was held in the New Myrnam School on May 7th, with Wm. Teresio in the chair. The place of our Vice-President, Mr. Chorney, who is convalescing after a stay in Myrnam Hospital was occupied by Mr. Ponick, L.L.B., who is "pinch-hitting" for Mr. Chorney. For the most interesting meeting of the year, despite the unusually small attendance, we are indebted to Mr. Teresio, through his vivid and detailed account of the Annual General Meeting to which Bill was delegate.

Annual reports, resolutions, etc., came in for two hours' spirited discussion. The fact that advice from the Head Office enabled 98 per cent of all disagreements to be settled without legal action was deservedly felt to reflect great credit on the General Executive, and especially our legal representative. It was also construed to mean that in the majority of instances our members undoubtedly had right on their side. Naturally, disappointment was felt in the delay in inaugurating a pension scheme for Alberta teachers, and also over the present necessity of bargaining individually or, at best, in divisional groups, instead of as one body. It was agreed that, henceforth, the delegates to the Annual General Meeting will submit reports on the Saturday following their attendance thereat.

The teachers of the Myrnam Sub-local ended a very active and successful year with a picnic held at Stony Lake on June 25. Twenty persons enjoyed boat rides, swimming and diving as well as games of all kinds. Towards evening a delicious supper was served which consisted of salad, corn on the cob, roasted weiners and marshmallows, fresh strawberries and coffee. The soft drinks which were cooled in a vine-covered spring were like nectar itself. Even teachers who went out fishing but were unsuccessful had to admit that they had a very good time. This was the last meeting until September.

NANTON

The Nanton and District Affiliated Association of the A.T.A. met in the Nanton School, April 30th at 8 p.m. After a short business meeting Miss B. L. McVeety reported the Annual Meeting of A.T.A. delegates held at Easter. Miss A. B. Daley of Nanton presented a very interesting paper on "Vocational Guidance". A lively discussion followed.

Saturday, May 28, the teachers met in the Nanton School for a brief business meeting. The Teachers' Pension Scheme was discussed. Owing to unfavorable weather conditions the picnic planned for the afternoon had to be postponed.

NEUTRAL HILLS

The Veteran-Compeer Local Association held a spring rally at Gooseberry Lake on June 11, 1938. The name of the Association was changed to the Neutral Hills Association in order to identify it with the Neutral Hills School Division No. 16. Also the subject of salary schedule was dealt with at considerable length. James A. Smith, District Representative, and Raymond E. Shaul, Vice-President of the A.T.A., were visitors and speakers at the rally. There was good attendance, a good lunch and a good time had by all the speakers, at least.

ONOWAY

The Onoway Sub-local of the A.T.A. met in Onoway on May 7th. Twelve members were in attendance with President T. S. Johnson in charge of the meeting. Mr. T. Hughes, Art Instructor for the city of Edmonton Normal and Public Schools, gave an exceedingly interesting talk and demonstration, as guest speaker of the afternoon. The meeting moved a vote of thanks to Mr. Hughes for his interest and contribution of time and assistance. The regular

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business of the meeting concerned the arranging of the final details of the Track Meet to be held June 3rd in Onoway. At the conclusion of the meeting Mr. Hughes and Mr. Johnson served a delicious lunch which was heartily enjoyed by all. All members and "would-be" members are urged to attend these meetings. Your Local needs your support!

ORION-MANYBERRIES

The Executive meeting of the A.T.A. Local No. 12 met in Foremost on May 28th. The following resolutions were presented to the Executive by the Orion-Manyberries Sub-local. They were discussed and passed on to the Divisional Board.

Resolved that the Divisional Board should make provisions for coal, wood and a suitable water supply in every school in the Division, and these be arranged for by the beginning of the Fall term each year.

Resolved that a Reference Library be provided by the Divisional Board, for the use of the teachers and pupils; and that this may act as a Circulating Library among various groups of schools.

Resolved that suitable flags and necessary poles with ropes be provided for every school and that the flag be flown every day, weather permitting.

The Executive authorized the Foremost Divisional Board to deduct the sum of \$1.50 from the May check of each teacher in the Division. One dollar is to be retained by the Foremost Local No. 12 and fifty cents is to be sent to each Sub-local as a Sub-local fee. A salary

schedule was proposed with a basic salary of \$340. This schedule is to be presented to the Divisional Board, May 11, by a contacting committee of five members representing the following locals: Mr. R. Turner, Bow Leland, Forty Mile Sub-local; Mr. O. C. Reed, Seven Persons, Orion-Manyberries Sub-local; Mr. W. Code, Coutts, Coutts Sub-local; Miss K. Madill, Foremost, Foremost Sub-local; Mr. C. Larson, Nemiscam, Foremost Sub-local No. 12.

PEERS-NITON-MacKAY

The regular monthly meeting of the Peers-Niton-MacKay Sub-local was held in the Peers' School on May 14. Mr. Collinge, the president, gave an interesting account of the Easter convention. A discussion followed on ways of improving the A.T.A. Magazine to make it more helpful to the teachers. The suggestions will be sent in to the A.T.A. by our secretary. It was decided to hold a meeting and dance in the Carrot Creek Hall on June 11, to help raise funds for a projector.

RAINIER

The newly formed Sub-local held its meeting at the Rainier teachers' on May 7 at 2:30 p.m. Despite unfavorable weather conditions, several members of the Thorsby local were present to assist. Mr. K. Brown gave a report of the Easter Convention. Teaching methods, salary schedules and sports were discussed by the various members. After the meeting adjourned a lunch was served by the hostesses, Miss Pavey and Miss Hagen.

Officers of the group are: President, Mr. W. McConnell; Vice-President, Miss Mae J. Hagen; Secretary, Miss Norine Pavey; Press Correspondent, Miss A. Moyer.

RETLAW-VAUXHALL

Members of the Retlaw-Vauxhall Sub-local met May 12. Final arrangements for the Track Meet to be held in Retlaw on May 20th were made. Mr. R. A. Allen was elected Vice-President of the School Fair Committee. Our representative, Mr. F. Sakatch, was assisted by Mr. Teskey, district representative, and Mr. Hooper from Taber, in giving a splendid report on the Easter Convention. Mr. Van Orman, also from Taber, was present, making helpful suggestions in connection with sports. Mr. Teskey very logically outlined the business discussed by the A.T.A. executive in Calgary. The matter of Salary Schedules was dealt with by Mr. Hooper. Upon a motion that the meeting be adjourned the members partook of a pleasant cafe lunch.

SEXSMITH

The Sexsmith A.T.A. Sub-local monthly meeting was held in the Sexsmith High School May 7th. It was well attended and all those interested in the Local Eliminations for the Grande Prairie Inspectorate Field and Track Meet were given valuable information and help. Mrs. V. Spicer gave a very enlightening report on behalf of the Local Field and Track Meet Committee, and final arrangements were made. Mr. H. Carrico, delegate to the Easter Convention in Calgary, gave a most interesting, detailed, day-by-day, lecture-by-lecture account of what took place. We compliment Mr. Carrico on the splendid way in which he fulfilled his position of trust.

SPIRIT RIVER-RYCROFT

The June meeting of the Spirit River-Rycroft Sub-local took the form of a picnic at Burnt River. Mr. MacDougal led a very interesting discussion on the results of the Executive meeting held in Spirit River on June 18. After business was completed, those with bathing suits indulged in swimming. The rest of us had to be contented with building castles in the sand. Lunch was provided by Miss McDermid and Miss Akins. Judging from the after-effects, it must have been enjoyed by all. The meeting was finally concluded by a sing-song in Spirit River.

SULLIVAN LAKE

A meeting of the Sullivan Lake Local A.T.A. for completion of organization was held in Hanna on June 4th in Inspector Jonason's office. A. R. Penny, president, presided over the meeting. Mr. Frank Edwards of Wayne, District Representative on the A.T.A. Council conducted organization work.

A conference committee consisting of W. MacLauchlan, Ralph Ringdahl, and Mrs. D. M. Cook was appointed to conduct negotiations with the local School Board on establishing a suitable salary schedule for the ensuing school term of 1938-1939.

TAWATINAW

The Tawatinaw A.T.A. Sub-local concluded its activities for the term with a banquet held at O'Connor's Cafe in Rochester, on May 23rd. Thirty-one guests were present, among whom were Mr. J. W. Barnett, Past-Presidents G. G. Harman and A. J. H. Powell, Inspector H. A. Kostash, and Mr. F. G. Davies. Interesting and informative addresses were delivered by Mr. Davies and Mr. Kostash. In a very humorous speech, Mr. Powell responded to a toast proposed to the A.T.A. by Mr. W. S. Duggan.

The evening's entertainment was concluded with a dance held in Rochester Community Hall.

THORSBY

The last meeting for the school year 1937-38 of the teachers of the Thorsby Sub-local took place at the home of Mr. and Mrs. G. R. Mealing on May 21st. There were eleven teachers present. Our president, Mr. G. R. Mealing thanked the members for their co-operation during the year. Mr. V. Paffar spoke on enterprise work in the classroom supplementing his talk with examples of the work of his own class. A discussion on the handling of Current Events in the classroom followed. Acknowledgment was given our faithful hostess Mrs. Mealing. A gift was given her on behalf of the teachers of the Sub-local in order to show our appreciation of the use of her home for each of our meetings this year and also for the lovely lunches she has provided for us, which have proved so enjoyable. It was decided to hold the Breton Division picnic for the teachers at Battle Lake on Saturday, June 11th. We are pleased to report that we have had a very successful year both in Sub-local work as well as organization work.

TOMAHAWK

The Tomahawk Sports' Day held under the auspices of the A.T.A. Sub-local took place on June 9th, with eight schools participating; namely, Tomahawk, Shoal Lake, Whithy, Limeson, Dnipro, Southend, Millbank and Low Water. After much keen competition the following honors were won: the shield for the highest total of points was awarded to Dnipro School, the highest individual winners were Viola Maudy of Millbank and Robert Ewashko of Dnipro, each receiving a silver cup. Softball honors in the tournament went to Shoal Lake School.

TWO HILLS

The regular meeting of the Two Hills Sub-local was held in the Two Hills school on May 7. Mr. Wm. Taschuk, delegate to the Annual General Meeting, gave an interesting and complete report. He outlined the progress of the Teachers' Pension Scheme and explained the proposed measures. He gave a brief account of the General Secretary's report, of the Financial report, and of the report of Mr. Kostash, the Northern Alberta representative. The account of the committee's work on Salary Schedules proved interesting and instructive. Finally he gave a very interesting resume of the addresses given at the Convention by the guest speakers.

Mr. Myskiw reported the activities of the Local Executive regarding Salary Schedules, teacherages, dismissals, etc. The meeting approved of their efforts so far.

VETERAN

The monthly meeting of the Veteran Sub-local was held in Throne at the home of Mr. M. Bakken on May 14th. It was decided that the Sub-local organize an Inter-School Field Meet to be held in Veteran June 30th. The greater part of the afternoon was spent in preparing test papers in Social Studies for Grade VII and English for Grade IV. These were to be given in the June finals. After the convention report by Miss A. Price a delicious lunch was served by Mr. Bakken assisted by Mr. Garvey.

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